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HAMILTON COLLEGE LIBRARY

# HAMILTON COLLEGE CATALOGUE

## 1944 - 1945

139

# HAMILTON COLLEGE

## CATALOGUE

1944 • 1945

CLINTON, NEW YORK

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# CALENDAR

## 1944

JULY

8-9, *Saturday and Sunday*. Freshman Induction. Registration for upper classes.
10, *Monday*. Summer Term begins.

SEPTEMBER

26-30, *Tuesday to Saturday*. Term Examinations.

OCTOBER

7-8, *Saturday and Sunday*. Freshman Induction. Registration for upper classes.
9, *Monday*. Fall Term begins.

NOVEMBER

23, *Thursday*. Thanksgiving Day, a holiday.

DECEMBER

23, *Saturday*. Christmas recess begins, 12:00 M.
27, *Wednesday*. Christmas recess ends, 8:00 a.m.
27-30, *Wednesday to Saturday*. Term Examinations.

## 1945

FEBRUARY

3-4, *Saturday and Sunday*. Freshman Induction. Registration for upper classes.
5, *Monday*. Beginning of semester, 8:00 a.m.

MARCH

28, *Wednesday*. Spring recess begins, 5:00 p.m.

APRIL

5, *Thursday*. Spring recess ends, 8:00 a.m.

MAY

25-30, *Friday to Wednesday*. Semester examinations.

JUNE

4, *Monday*. 135th Commencement, 10:00 a.m.
30-July 1, *Saturday and Sunday*. Freshman Induction. Registration for upper classes.

JULY

2, *Monday*. Beginning of the Summer Term.
4, *Wednesday*. Independence Day, a holiday.

AUGUST

9-10, *Thursday and Friday*. Examination period.
11-12, *Saturday and Sunday*. Recess.
13, *Monday*. Classes resumed, 8:00 a.m.

SEPTEMBER

20-22, *Thursday to Saturday*. Term examinations.

OCTOBER

6-7, *Saturday and Sunday*. Freshman Induction. Registration for upper classes.
8, *Monday*. Beginning of the academic year, 8:00 a.m.

NOVEMBER

22, *Thursday*. Thanksgiving Day, a holiday.

DECEMBER

22, *Saturday*. Christmas recess begins, 12:00 M.

1946

JANUARY

7, *Monday*. Christmas recess ends, 8:00 a.m.
28, *Monday*. Semester examinations begin.

FEBRUARY

1, *Friday*. Semester examinations end.
2-3, *Saturday and Sunday*. Recess.
4, *Sunday*. Second semester begins.

## THE TRUSTEES

| | *Elected* | *Term* |
|---|---|---|
| DANIEL BURKE, LL.D., New York, *Chairman* | 1913 | 1948 |
| †REV. ROBERT G. MCGREGOR, D.D., Lake Placid Club | 1910 | 1945 |
| REUBEN LESLIE MAYNARD, LL.D., New York | 1910 | 1945 |
| HARRY G. KIMBALL, A.M., New York | 1922 | 1950 |
| JOHN L. STRICKLAND, A.B., Utica | 1923 | 1944 |
| ELIHU ROOT, JR., LL.D., New York | 1924 | 1945 |
| C. WILLARD RICE, A.B., Geneva | 1924 | 1945 |
| CLARK H. MINOR, D.ENG., New York | 1927 | 1948 |
| NEILE F. TOWNER, A.B., Albany | 1927 | 1948 |
| FREDERIC P. WARFIELD, A.B., New York | 1928 | 1949 |
| LOUIS J. EHRET, PH.M., New York | 1929 | 1950 |
| EDWARD R. EVANS, M.D., Utica | 1932 | 1946 |
| GEORGE L. ABBOTT, PH.B., Palmyra | 1932 | 1946 |
| STANLEY E. GILBERT, PH.B., Utica | 1933 | 1947 |
| HENRY P. BRISTOL, A.M., New York, *Vice Chairman* | 1935 | 1949 |
| THOMAS B. RUDD, A.M., Clinton, *Clerk* | 1935 | 1949 |
| J. SAWYER FITCH, A.M., Rochester | 1935 | 1949 |
| GEORGE F. GENTES, B.S., New York, *Treasurer* | 1937 | 1951 |
| EDGAR W. COUPER, A.B., Binghamton | 1937 | 1944 |
| *MARK W. LOWELL, PH.B., Chicago, Ill. | 1940 | 1947 |
| *ALEXANDER F. OSBORN, PH.M., Buffalo | 1941 | 1948 |
| *FREDERIC P. LEE, A.M., Washington, D. C. | 1942 | 1949 |
| *IRVING M. IVES, L.H.D., Norwich | 1942 | 1945 |
| *ROBERT W. DRUMMOND, A.B., Oneida | 1943 | 1946 |
| *WILLIAM M. BRISTOL, JR., PH.B., Westfield, N. J. | 1943 | 1950 |
| *CLANCY D. CONNELL, A.B., New York | 1944 | 1951 |

*Elected to represent the Alumni of the College.
†Died, October 30, 1944.

# COMMITTEES OF THE TRUSTEES

EXECUTIVE
Appointed by Board: Messrs. Evans, Gilbert, Rudd, Strickland.

ENDOWMENT
Messrs. W. M. Bristol, Jr., Minor, Towner, Lowell, Osborn, Ives, Connell.

BUDGET
Messrs. Minor, Maynard, Rice, Abbott, Fitch.

EDUCATIONAL POLICY
Messrs. Towner, Rice, Couper, Lee, W. M. Bristol, Jr.

LABORATORY, MUSEUM AND APPARATUS
Messrs. Kimball, Strickland, Gilbert, Lowell.

LIBRARY
Messrs. Abbott, Warfield, Ehret, Osborn, Ives.

HONORARY DEGREES
Messrs. Root, Towner, Abbott.

BUILDINGS AND GROUNDS
Messrs. H. P. Bristol, Maynard, Root, Rudd, Drummond.

STUDENT ORGANIZATIONS
Messrs. Strickland, Ehret, Lowell, Lee, W. M. Bristol, Jr.

COLLEGE GROWTH
Messrs. Warfield, Osborn, Drummond.

FINANCE
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Messrs. Gilbert, Rudd, Strickland, Drummond.

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Messrs. Evans, Kimball, Rice, Couper.

RELIGIOUS PROGRAM
Messrs. Evans, Fitch, Osborn.

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NOMINATION
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POLICY
Messrs. Burke, Root, Minor, Towner, H. P. Bristol, Gentes, W. M. Bristol, Jr., Connell.

FACULTY CONFERENCE
Couper, W. M. Bristol, Jr., Osborn, Lee, Ives.

# THE FACULTY

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A.B., Dartmouth; PH.D., Chicago; L.H.D., Hobart; LITT.D., Union; LL.D., Hamilton and St. Lawrence

*President*

THOMAS BROWN RUDD

LL.B., Cornell; A.M., Hamilton

*Acting President*

•

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B.A., and A.M., Toronto; D.Sc., Cornell

*Professor of Physics, Emeritus*

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*Edward North Professor of Greek, Emeritus*

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A.B., and A.M., Hamilton; LITT.D., Rollins

*Librarian, Emeritus*

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HORACE SEELY BROWN

B.S. and M.S., Lafayette

*Professor of Mathematics, Emeritus*

†Resigned November 1, 1944.

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A.B., Amherst; A.M., Columbia
*Professor of English and Director of the Choir, Emeritus*

•

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*Stone Professor of Biology*

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*Leavenworth Professor of Economics*

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Institute of Musical Art
*Professor of Music and Director of the Choir*

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Ecole Normale Militaire d'Escrime et de Gymnastique
*Professor of Physical Education*

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A.B., Haverford; A.M. and PH.D., Harvard
*Professor of History*

BOYD CRUMRINE PATTERSON
A.B., Washington and Jefferson; M.A. and PH.D., Johns Hopkins
*Professor of Mathematics*

ASA EMANUEL MCKINNEY
B.A. and M.A., Indiana; PH.D., Cornell
*Professor of Chemistry*

CHARLES ANTHONY KNUDSON*
B.S., Dartmouth; A.M. and PH.D., Harvard
*Burgess Professor of the Romance Languages and Literatures*

MOX ARTHUR WEBER
A.B., Oberlin; A.M., Columbia
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GEORGE LYMAN NESBITT
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KARL WITH
Munich and Berlin; PH.D., Vienna
*Professor of Art*

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Art Students League of New York; Ecole des Beaux Artes de Fontainebleau
*Artist in Residence*

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PH.B., Hamilton
*Secretary of the College and Clerk of the Faculty*

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A.B., Brown; B.A. and M.A., Oxford; PH.D., Harvard
*Associate Professor of Political Science*

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*Associate Professor of Romance Languages*

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JOHN MORRISON MOORE*
B.A., Park; A.M., Harvard; B.D., Union Theological; PH.D., Columbia
*Associate Professor of Ethics and Christian Evidences*

JOHN WILLIAM BLYTH
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*Associate Professor of Philosophy*

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M.E., Cornell; S.M. and PH.D., Chicago
*Associate Professor of Physics*

RICHARD ORLIN SUTHERLAND
PH.B. and M.S., Yale; PH.D., Wisconsin
*Assistant Professor of Chemistry*

THOMAS MCNAUGHTON JOHNSTON
B.S., Washington and Jefferson; M.A., Tulane; PH.D., Duke
*Assistant Professor of English Composition*

*Absent on leave during 1944-45.

OTTO KARL LIEDKE
Berlin Oberrealschule; A.M. and PH.D., Cornell
*Assistant Professor of the German Language and Literature*

WENTWORTH DRESSER FLING*
B.A., Nebraska; Diplôme de l'Institut de Phonetique de Paris
*Assistant Professor of Romance Languages and Director of the Phonetics Laboratory*

PHILIP VIRGILIUS ROGERS
A.B. and A.M., Hamilton; PH.D., Yale
*Assistant Professor of Biology*

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A.B., Hamilton
*Director of the Bureau of Public Relations*

RALPH NATHANAEL JOHANSON†
B.S., Boston University; S.M. and PH.D., Chicago
*Assistant Professor of Mathematics*

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JOHN JOSEPH GERALD MCCUE†
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B.S., Hamilton
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B.S., Springfield
*Instructor in Physical Education*

THOMAS FRANCIS O'DONNELL†
A.B., Hamilton
*Instructor in English*

*Absent on leave during 1944-45. †Resigned

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MARIANNA OLMSTEAD†
*Secretary to the Director of the Military Program*
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MRS. ELIZABETH BRAGG SPEARS
*Secretary to the Secretary of Admissions*
WILLIAM JOHN PRITCHARD
*College Photographer and Secretary to the Public Relations Director*
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HELEN AGNES GAFFNEY, B.A., B.S. . . . . *Reference Librarian*
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CATHERINE EVELYN BUCKLEY . . . . . *Clerical Assistant*
MRS. DOROTHY OWENS TAINTER . . . . . *Clerical Assistant*
JANE LOIS INGALLS . . . . . *Clerical Assistant*

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VIRGINIA MARY SCHILLER . . . . . *Bookkeeper*
JANE ANN HUSTED . . . . . *Secretary*

†Resigned, November 1, 1944. *On leave.

MARY ELIZABETH DAVIES . . . . . *Stenographer*
PHYLLIS ANN JONES . . . . . *Stenographer*

### ADDITIONAL STAFF

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MRS. MARION LUETHI . . . . . *Alumni Records*
JOHN LEO GAFFNEY . . . . . *Manager of the Book Store*
RUTH BENTON SWARTHWOUT . . . . . *Bookkeeper*
EDWARD JOHN BURKE . . . . . *Head Chef*

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THERESA SCHIMMEL . . . . . *College Nurse*
WANDA MALECKI . . . . . *Second Nurse*

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NEWTON BRYDEN . . . . . *Trainer*
WILLIAM HUMPHREY. . . . . *Superintendent of the Athletic Plant*
EVERETT JAMES LEWIN, A.B. . . . . *Secretary*

## FACULTY STANDING COMMITTEES 1944-45

*Academic Council:* MESSRS. T. B. RUDD, BLYTH, RISTINE, HESS, PATTERSON, WEBER.

*Conference with Board of Trustees:* MESSRS. RISTINE, HAUCH, HESS, PATTON, PATTERSON.

*Admissions:* MESSRS. RISTINE, T. B. RUDD, BLYTH, BENNETT.

*Scholarships:* MESSRS. RISTINE, T. B. RUDD, BENNETT.

*Library:* MESSRS. MATTINGLY, NESBITT, WITH, BLYTH, LIEDKE, the Acting Librarian.

*Reading:* MESSRS. MARSH, R. B. RUDD, PATTON, JOHNSTON.

*Chapel:* MESSRS. JOHNSON, DALE, PATTON, WEBER.

*Root Fellowship:* MESSRS. HESS, DALE, PATTERSON, CAMERON, MCKINNEY.

*Academic Ceremonies:* MESSRS. JOHNSON, PRETTYMAN, R. B. RUDD, BENNETT, BEETLE.

*Student Social Life:* MESSRS. JOHNSON, WEBER, BLYTH, BENNETT.

*Memorial Room:* MESSRS. ROGERS, R. B. RUDD, JOHNSTON, BENNETT.

*Language Requirement:* MESSRS. HAUCH, MATTINGLY.

*Curriculum:* MESSRS. PATTERSON, HESS, PATTON, SHUTE, CAMERON, NESBITT, MATTINGLY.

# General Information

*"There is great danger that the young people of these days will fail to establish for themselves proper standards of values but will decide that the chief things in life are those which money will buy—things that exist today and are gone tomorrow; forgetting for a time that the things which are best are found in a broad knowledge of men and affairs, a sterling character, the ability to think straight and translate thought into action. It is of the utmost importance to the welfare of our nation that the young learn what is most worth while in life. No other agency is at all so well fitted to do this as the small college if properly equipped and properly conducted."—Elihu Root*

## EARLY HISTORY

Of the 1686 colleges, universities, and other institutions of higher education now in existence in the United States, Hamilton College was the thirtieth to be established. The history of the College dates back to 1788 when the Oneida Indians and the State of New York granted Samuel Kirkland a tract of land for the establishment of a school. Kirkland had come to central New York before the Revolutionary War as a missionary to the Indians. He gained their confidence and admiration and is accounted chiefly responsible for their loyalty to the Colonies during the Revolution. Kirkland's services to the nation also won the regard of President Washington and Alexander Hamilton, and when in 1793 he organized a school for the Indians, Hamilton gave his support and his name to the enterprise. Thus came into existence Hamilton Oneida Academy chartered January 29, 1793. When the school grew in size and reputation, the trustees voted to reorganize it into a college. They applied to the Regents of the University of the State of New York for a college charter which was granted on May 26, 1812. The academic year 1944-1945 is the one hundred and thirty-third in the life of the College.

## CHARACTERISTICS

From its earliest days Hamilton has had the following characteristics:

1. *A Small College:* While the great majority of the colleges of the country have elected to increase their size, Hamilton has chosen to remain small. Dedicated to the ideals and values of the small college for men, Hamilton numbers but 450 students, in normal times.

2. *A Country College:* Hamilton is nine miles from the nearest city and one mile from the nearest village. The complete community life of the College constitutes one of its most prized characteristics.

3. *A Residential College:* With but few exceptions all Hamilton students live on the campus—in dormitories or fraternity houses. The social and intellectual unity that results from this cherished residential tradition has, Hamiltonians believe, high educational value.

4. *A Liberal Arts College:* Hamilton offers its students general education rather than vocational training. The goal of the College is to graduate broadly educated men with deep foundations in the cultural heritage of the race before they specialize in the learned professions or in business.

5. *Pre-Professional Education:* The leading professional schools require a bachelor's degree before admitting a student to their training. Hamilton men are prominent in the medical, legal, and other professions. Business has also come to be thought of as a profession, and today many Hamilton graduates enter upon business careers.

6. *Four Years of Public Speaking Required:* Hamilton believes that every educated man should be able to stand upon his feet before a group and express himself clearly. Thus every Hamilton student is required to include four years of public speaking in his curriculum.

7. *Religion:* Hamilton is not a denominational college. It is, however, dedicated to Christian ideals. Chapel is held three times a week and to the Sunday Chapel services distinguished preachers come from many states in the Union to preach before the college community.

8. *The Education of the Whole Man:* Hamilton not only seeks to graduate men who are intellectually disciplined and cultivated but it emphasizes the educational philosophy that society expects of college graduates civilized attitudes, matured emotions, and sound character.

## LOCATION

The College is situated near the geographical center of New York State, in the County of Oneida, one mile from the village of Clinton. Nine miles to the northeast lies the City of Utica on the main line of the New York Central Railroad. A bus line with frequent service runs between Utica and Clinton.

The post office address of the College is Clinton, New York. No direct railway passenger service is available to Clinton. Railway express service, however, is provided to Clinton by the American Railway Express Company via the New York, Ontario and Western Railroad, Utica Division.

The College occupies a natural plateau nine hundred feet above the sea and three hundred feet above Clinton. The campus is a wooded park of about one hundred and sixty acres overlooking the Oriskany and Mohawk valleys.

## BUILDINGS AND GROUNDS

The buildings and grounds of the College are valued at approximately two and one-half million dollars and consist of three hundred acres of land and eighteen buildings. These buildings are arranged in three quadrangles and are modern structures built of stone or brick. The College also owns thirty-three residences for members of the faculty or other members of the staff and their families. Associated with the College are ten fraternities whose houses, owned by fraternity trustees, are used as student residences and are valued at about three-quarters of a million dollars.

*Dormitories:* Three dormitories afford accommodations for about one-half of the student body. Carnegie Hall houses 70 men, South College, 92 men, and North College, 60 men. A reception and recreation room is located on the ground floor of each dormitory.

Nearly all the rooms are arranged in suites for two or three occupants. Basic furniture and full care of rooms are provided. All rooms are leased for the academic year only, and the buildings are closed during vacations. Details and rules governing the leasing of rooms may be obtained from the office of the controller.

*Classrooms, Laboratories, and Faculty Offices:* Six buildings are devoted to the instructional program of the College: Truax Hall of Philosophy, Benedict Hall of Languages, Root Hall, the Chemical Laboratory, the Science Building, and Silliman Hall which houses the Department of Music. In the last five of these buildings, 30 offices are provided for members of the Faculty for consultation with students.

*Administration Building:* Buttrick Hall, built in 1812, was the first college building and has recently been reconstructed as the administrative headquarters of the College.

*Chapel:* The Chapel, occupying the central site on the campus, is the home of the religious life of the College. It also affords a place for public lectures, concerts, and other exercises.

*Commons:* The Soper Commons is able to provide meals for two hundred students. Here are held college plays and other group activities.

*The Library:* The Library Building, the gift of Mrs. Ellen Curtiss James, includes beside the usual reading and stack rooms, a treasure room, an art room, a "Browsing Room," and a periodical room.

*Infirmary:* Perry H. Smith Hall, the College Infirmary, includes a ward with six beds, two private rooms, a consultation room appropriately equipped for the college physician, and residence facilities for the housekeeper and two nurses who are in regular attendance.

*Athletic Plant:* The athletic plant of the College consists of four units, the Alumni Gymnasium, the Russell Sage Building, the Steuben Athletic Field, and the Hamilton B. Tompkins Golf Course.

The Alumni Gymnasium includes a regulation swimming pool, courts for basketball, squash, and badminton, facilities for fencing, indoor baseball, and wrestling, locker and team rooms, and offices for members of the physical education staff.

The Russell Sage Building is connected with the gymnasium and houses a standard indoor ice hockey rink. It also provides a 220-yard cinder running track. The rink, except during the ice hockey season, provides an 85 by 200 foot indoor playing field for team and group games.

The Steuben Athletic Field adjoining the main group of buildings consists of a football field, a baseball diamond, a soccer field, nine tennis courts, a quarter-mile track, a 220-yard straightaway, and facilities for the usual college sports.

The Hamilton B. Tompkins Golf Course covers 65 acres and consists of nine holes. Its first tee is within two hundred yards of the campus.

## THE LIBRARY

The Library contains in the neighborhood of 205,000 volumes and provides adequate facilities for the work of the College. It is growing at the rate of approximately 3,500 volumes a year. The "Browsing Room" contains a collection of 1,500 carefully selected books for student leisure-time reading, and important new books are added each year. About 1,000 current periodicals are received regularly.

The Library is open every college week-day, except Saturday, from eight to five and from seven-thirty to ten; on Saturday, from eight to five; on Sunday in the afternoon and evening; and in vacations, from eight to five, Monday through Friday, and on Saturday morning. Assistance is given to students in the use of catalogues, bibliographies, and reference books, and in the methods of working in the Library.

The Library also administers an Art Lending Library which consists of a collection of framed copies of important paintings. For a nominal fee pictures in this collection are available to students, faculty members, and fraternities for hanging in their rooms.

## SCIENTIFIC COLLECTIONS

The Knox Museum of Natural History, located in the Science Building, contains valuable scientific collections in geology, mineralogy, biology, and anthropology. The geology and mineralogy

collections, originated about 1850 by Professor Oren Root of the Class of 1833, include 20,000 specimens of fossils, rocks, and minerals. The biological collection includes an extensive herbarium, more than 3,000 land, fresh-water, and marine shells, a collection of Japanese shells and insects, 13,000 native and foreign insects, a large and highly-valued collection of butterflies, and several hundred specimens of birds and mammals mounted and classified. The anthropological collection includes 2,000 specimens of the civilization of the American Indians, an extensive collection from the lake dwellings of Robenhausen, Switzerland, and many specimens illustrative of primitive culture in other parts of the world. All these collections are on display in the College Museum.

## MEDICAL SERVICE

Students are attended by the college physician who is available in the Infirmary daily except Saturday and Sunday at 5 p.m. and on Saturday and Sunday at 12 noon. In emergencies he is at the College as necessary. Associated with him are two nurses in regular attendance at the Infirmary, a clinical pathologist and a consultant in Roentgenology who serve the students when needed.

The Infirmary charge, included in the general fee, entitles the students to the services of the college physician and the resident nurses. One week in the Infirmary is provided without further cost, additional stay will be at the rate of $2.50 a day. A charge of twenty-five cents is made in each instance for medicine and other materials used in dispensary treatment.

A foundation, known as the Robert Macalister Farrell Nursing Fund, donated by Dr. Thomas H. Farrell, of Utica, in memory of his son, Robert Macalister Farrell, '21, is applied toward the cost of hospital care for students.

## RELIGIOUS PROGRAM

The College, while under no denominational control, is in the Christian tradition and regards divine worship as a regular part of the life of its students. It avows its historic debt both to the Christian faith and to the devotion of its founders. Services are held every Sunday during the College sessions in the College Chapel. Students of the Episcopal and Roman Catholic faith may, by arrangement, attend the services of their churches in Clinton.

Every Christian man entering the College is urged to become a member of the College Church. The Lord's Supper is celebrated three times during the college year.

## SCHEDULED CHAPEL PREACHERS

1944

*July 16:* The Reverend David K. Barnwell, First Baptist Church, Summit, N. J.

*July 23:* Mr. Barnwell.

*July 30:* Mr. Barnwell.

*August 6:* Mr. Barnwell.

*August 13:* Mr. Barnwell.

*August 20:* The Reverend Albert G. Butzer, Westminster Church, Buffalo, N. Y.

*August 27:* Chaplain Morris Adler, Rhoads General Hospital, Utica, N. Y.

*September 3:* The Reverend Charles C. Noble, First Methodist Church, Syracuse, N. Y.

*September 10:* The Reverend Paul C. Johnston, Third Presbyterian Church, Rochester, N. Y.

*September 17:* The Reverend Lowell R. Ditzen, First Presbyterian Church, Utica, N. Y.

*September 24:* The Reverend Harry B. Taylor, First Presbyterian Church, Syracuse, N. Y.

*October 15:* The Reverend J. Milton Thompson, Rockville Centre, N. Y.

*October 22:* The Reverend J. Edgar Park, Osterville, Mass.

*October 29:* President J. Harry Cotton, McCormick Theological Seminary, Chicago, Ill.

*November 5:* The Reverend A. Abbott Hastings, Albany, N. Y.

*November 12:* The Reverend Lowell R. Ditzen, First Presbyterian Church, Utica, N. Y.

*November 19:* Professor Howard B. Jefferson, Colgate University, Hamilton, N. Y.

*November 26:* The Reverend Norman V. Hope, New Brunswick, N. J.

*December 3:* The Reverend John C. Schroeder, New Haven, Conn.

*December 10:* The Reverend Harry B. Taylor, First Presbyterian Church, Syracuse, N. Y.

*December 17:* The Reverend Willard S. Soper, Huguenot Memorial Church, Pelham Manor, N. Y.

1945

*February 11:* The Reverend Harold E. Nicely, Brick Presbyterian Church, Rochester, N. Y.

*February 18:* The Reverend John H. Gardner, First Presbyterian Church, Baltimore, Md.

*February 25:* The Reverend Anson Phelps Stokes, Jr., Trinity Church, Columbus, Ohio.

*March 4:* The Reverend Wilbour E. Saunders, Headmaster, Peddie School, Hightstown, N. J.

*March 11:* The Reverend Robert L. Calhoun, Yale Divinity School, New Haven, Conn.

*March 18:* Dean Robert R. Wicks, The Chapel, Princeton University, Princeton, N. J.

*March 25:* The Reverend Henry P. Van Dusen, Union Theological Seminary, New York, N. Y.

*April 8:* The Reverend Philip G. Scott, Church of the Redeemer, New Haven, Conn.

*April 15:* The Reverend Harold B. Walker, First Presbyterian Church, Oklahoma City, Okla.

*April 22:* The Reverend David K. Barnwell, First Baptist Church, Summit, N. J.

*April 29:* The Reverend Joel B. Hayden, Headmaster, Western Reserve Academy, Hudson, Ohio.

*May 6:* The Reverend Charles C. Noble, First Methodist Church, Syracuse, N. Y.

*May 13:* The Reverend Theodore C. Speers, Central Presbyterian Church, New York, N. Y.

*May 20:* The Reverend Elmore M. McKee, St. George's Church, New York, N. Y.

*May 27:* The Reverend Philip S. Bird, Church of the Covenant, Cleveland, Ohio.

## LECTURES

With memorial endowments established in the names of the late John Ripley Myers and the late Professor Frank Hoyt Wood, lectures on topics of current interest are provided during the academic year for students and the faculty. These funds are supplemented by gifts from friends of the College. During recent years the following have appeared in the lecture series:

John R. Tunis
Vera Micheles Dean
Alexander Woollcott
Irwin Edman
Frank Lloyd Wright
Oren Root, Jr.
Alexander Meiklejohn
Dr. James S. Plant
Count Carlo Sforza
Dean Alfange

## MILITARY PROGRAMS

Hamilton College has made its resources available for a variety of military programs from the very beginning of the war emergency. A pilot training program begun in 1940 under the jurisdiction of the Civilian Aeronautics Administration was followed in 1943 by a Pre-Meteorological Program given under contract with the Army Air Forces Technical Training Command.

*Army Specialized Training Program.* In July, 1943, the 3219th Service Command, Service Unit, was established at Hamilton. The soldiers in the first group of this unit were enrolled in a nine months' intensive "Foreign Area & Language" course. They were followed in April, 1944, by a group assigned to the "Pre-Professional" curriculum. The soldiers in this group are studying courses designed to prepare them for medical or dental schools.

Following a reduction in the A.S.T.P., the Army started the A.S.T. Reserve Program for 17 year old civilians to insure a reservoir of men with as much general academic training as possible. A group of reservists was assigned to Hamilton in April and another group in June. All these students are studying subjects intended to give them a basic training in fields considered most valuable for soldiers.

## REGISTRATION

All students are required to register at the Dean's Office prior to the opening of college. Programs of returning students are revised at this time if necessary and the programs of new men arranged.

A registration fee of $10 is required of all candidates for admission within fifteen days of the mailing of formal notice of admission. This payment is credited on the first college bill.

## FRESHMAN INDUCTION PROGRAM

All freshmen are required to report two days prior to the formal opening of college for the Freshmen Induction Program. The program during this period includes an interview between each student and the Dean, physical examinations, and achievement and aptitude testing. The results of these latter tests are used by the Dean and by faculty counselors to help each student adjust himself to the life and work of the College.

# Educational Objectives

*"The physician, the clergyman, the lawyer, the teacher, the business man, are not merely members of particular professions. They are, first of all, men and women, members of society who must live with themselves and their fellows and who will be effective personally and socially in direct proportion as they are broadly educated. This is the ancient credo of liberal education.*

*"Men are not whole men if they are specialists and specialists only. The country is full of physicians, lawyers, chemists, engineers, and professional men of all varieties who are splendidly trained technically but who cannot be called educated men. To produce educated men, or at least men who are on the road to being educated, continues to be the chief educational goal of Hamilton." W. H. Cowley, Hon., '38.*

Since the founding of Hamilton College in 1812, its educational objectives have played a central role in its development. These have been evaluated and restated through the years. The most recent reappraisal was that made by President W. H. Cowley in a statement "An Outline of Educational Philosophy." Here in abbreviated form the four major concepts developed in the statement are briefly summarized.

## THE MOTIVATION CONCEPT

"If education is to be successful, the motivation concept must be stressed in all schools and colleges. An individual is a Self and the Self is purposeful. This statement constitutes the essence of the motivation concept. The tragedy of education is that too many students merely serve time, merely seek course credits and degrees, merely do what they are forced to do. Just a year ago, for example, the *New York Herald-Tribune* reported that at one of the leading universities in the East forty per cent of the three hundred and twenty seniors who responded to an administrative questionnaire stated that they had 'not seriously tried to co-operate' with the Faculty during their college courses. An investigation of the facts behind this report would, I feel certain, demonstrate that the purposes of these students were not seriously engaged in the educational process. In comparison with their fellows, whose purposes were clearly defined and whose enthusiasms were aroused, they have wasted their time and the resources of society.

"Those who emphasize the motivation concept deplore the failure of educators to arouse in students the energies that gush forth from

cally, (5) knowledge of human relations and the principles that control them, and (6) knowledge of at least one of the creative arts, its history and current expressions.

"3. *Attitudes, Habits, Appreciations:* In general it is not possible to teach directly the imponderable but basically important characteristics of the educated man which fall in this classification. Indeed, it is difficult even to list them. Presumably, however, few will question the judgment that they are infinitely more important in determining the quality of a man than his skills or his knowledge—or both taken together. I know of no sounder truth than Emerson's affirmation that 'what you are speaks more loudly than what you say.' We cannot teach students to be what they are not, but we can attempt to create an atmosphere which will stimulate and inspire them to grow in self-mastery, personal depth, and in what Matthew Arnold has called 'the sense for beauty and the sense for conduct.'

"If college students are ever to become fair-minded, open-minded, and generous men, they must begin in college. If they are ever to learn to submerge themselves in enthusiasm for hard work, they must start as undergraduates. If they are ever to love good talk, great books, and the creative arts, they had better be underway before the burdens of a job and a family close in upon them. If, in short, they are to grow in wisdom and virtue, the college—its Faculty, its student life, its spirit—must fortify them and serve as mentor.

"To start its students on the road to becoming educated men—men who share with other educated men a number of skills, a common range of knowledge, and a congeries of attitudes, habits, and appreciations—that is the *raison d'etre* of Hamilton College."

## STUDENT COUNSELING

At the center of all education stands the fact of individual differences among students: differences in interest, differences in ability, differences in educational and career objectives. A college should impress upon its students the urgent desirability of becoming educated men, but it must also assist each student to develop his special inclinations and his peculiar personal genius.

The choice of a course of study based on these individual differences and directed towards a definite goal constitutes the major problem every college student faces. To help him determine this direction and to select an appropriate course of study, the Dean cooperates with members of the Faculty in counseling each student through his four years at Hamilton. He confers at length with each freshman at the beginning of his freshman year and sees him frequently thereafter to assist him with his academic and personal problems.

As a small college Hamilton emphasizes close and friendly student-faculty relations. The Dean is available for conferences with students during thirty-five or forty hours a week in his office in Root Hall. Similarly each member of the Faculty keeps regular office hours to see his students individually.

A college education is never an end in itself, but always a preparation for a more useful, effective life. When they graduate, college students enter directly upon their careers or continue with their education in professional or graduate schools. The career a student chooses depends upon his individuality and upon his intellectual equipment. The Dean puts emphasis upon career objectives in all his counseling with students.

## PREPARATION FOR THE PROFESSIONS

No graduate school will admit a student unless he has a bachelor's degree, and the leading professional schools either require the baccalaureate or urge candidates for admission to acquire it. A large proportion of Hamilton students enter graduate and professional schools upon their graduation. Many in particular go on to law schools and medical schools. These students are individually counseled in selecting courses of study which meet the specific requirements of the professional schools without sacrificing the broad educational aims of the College. Each student's course is organized to meet his individual needs and abilities. The standing of Hamilton with the leading universities and the prominence of Hamilton alumni in the professions testify to the effectiveness of this method of preparation.

## VOCATIONAL PLACEMENT

The office of the Secretary of Admissions, in cooperation with departmental faculty advisers, functions as a placement bureau for seniors who seek positions in business, industry, and teaching. Many alumni, themselves well established in their careers, are assisting in the placement of seniors through the recently established Alumni Job Advisory Service.

# Admission

*The College makes a selection among applicants, chiefly on the basis of scholarship and character. To be eligible for admission candidates from high school will be expected to have an average for their entire course of not less than eighty percent. Candidates from private schools should have college certificating grades in all their subjects. In neither case does the meeting of these minimum standards assure a candidate of his admission. In 1945 freshmen will be admitted in February, in July, and in October. Candidates should file their applications well in advance of the opening date of the term for which they desire to enter.*

## METHODS OF ADMISSION TO THE FRESHMAN CLASS

1. *By the Examinations of the College Entrance Examination Board.* Applications for examinations conducted by this Board must be addressed to the Secretary of the College Entrance Examination Board, 431 West 117th Street, New York, N. Y., and must be made at least three weeks in advance of the examination, upon a blank form to be obtained from the Secretary of the Board. The fee is ten dollars for all candidates.

2. *By the Examinations of the Regents of the University of the State of New York.*

3. *By Certificate from the Principal of the School in which the Candidate Has Prepared.* Such schools must have been approved by the faculty. Approval is ordinarily given to the schools on the lists of the New England College Entrance Certificate Board and similar accrediting agencies of other sections of the country. Certificate forms are sent to approved schools.

## REQUIREMENTS FOR ADMISSION

A candidate for admission is expected to have completed a secondary school course which gives preparation for the work of a liberal arts college. Fifteen units* will be required, drawn from the usual college preparatory subjects of English, mathematics, foreign language, science, and social studies.

*A unit in any subject usually represents a year's study. In English, however, 3 units of credit are granted for four years of work, and in Intermediate Algebra a full unit of credit is allowed for one-half year's work.

Above all else Hamilton College stresses ability to do intellectual work. The Committee on Admissions will therefore consider the applications of the exceptionally able candidates who are highly recommended by their schools but whose preparation is somewhat irregular in number of units presented and subjects studied.

The Hamilton plan of individualized admissions has been established on the principle that secondary school preparation and all other admissions questions must be reviewed individually for and with each candidate.

Each candidate must present a score on a standard scholastic aptitude test certified by his secondary school or by the College Entrance Examination Board. Candidates who have not taken tests in their schools or who do not take the April, June, or the September examination of the College Entrance Examination Board must take the Hamilton College test at a time and place to be arranged with the College.

Since Hamilton is a small college, the character and personal qualifications of students are of great importance. Every candidate must therefore be interviewed at the College, at his school, or at his home by a member of the College staff.

## ADMISSION TO ADVANCED STANDING

An undergraduate who comes from an approved institution of collegiate rank and presents an official statement of honorable dismissal and of his previous work may receive credit for such work without examination. This statement must include a full list of his accepted preparatory subjects, and a list of his college courses with his record therein. Such admission by transfer is ordinarily granted only when the applicant has maintained a standing in the upper half of his class.

## ADMISSION FOR RETURNING SERVICEMEN

Students who left Hamilton College in good standing to enter the Service may, of course, return without again applying for admission.

The College realizes that circumstances beyond the control of many Servicemen have interfered seriously with their education. For that reason the Academic Council is prepared to deal with their problems on an individual basis. In order to reduce any such disadvantage to a minimum, certain requirements stated in this catalogue may be waived. Therefore, servicemen who have special problems are urged to bring them to the attention of the College.

The College extends credit toward a Hamilton degree for virtually all studies of a liberal arts nature pursued under the general supervision of the Armed Forces. While such courses are too numerous to list, they include the A.S.T.P., A.S.T.R.P., pre-meteorological, V-12, and similar programs. On the other hand, no credit has been granted in the past for studies of a non-liberal arts nature.

In a very general way three terms of an Army academic program approximate a year's work at Hamilton. In the case of many Army courses with fixed programs (for instance, A.S.T.P., pre-meteorological) given at accredited collegiate institutions under Army contract, the Faculty has approved a pattern of credit. In the case of other courses and those with variable curricula (for example, Navy V-12), the Academic Council will, after consulting appropriate departments, determine what credit will be granted. In all programs on the college level, credit will be allowed for work of satisfactory quality that does not duplicate courses for which credit has already been given.

Applicants requesting credit for less formal academic courses, including those given in military camps or given by correspondence under military supervision, will be required to take examinations given by the College. On the result, the granting of credit will depend.

Students who have been enrolled at Hamilton College and who left in good standing should have transcripts of any academic work completed elsewhere sent to the Dean's Office and should themselves write to the Dean asking that transfer credit be granted. Students who have never been at Hamilton should have the appropriate officer send to the Secretary of Admissions the record of whatever academic studies they pursued either in the Armed Forces or as civilian students in other schools.

# Requirements for Graduation

*The requirements for graduation from Hamilton College are both general and specific. The general requirements are discussed in the section of this catalogue entitled "Educational Objectives." The specific requirements are stated in this present section.*

1. To qualify for the degree of Bachelor of Arts a student must obtain 133 semester hours of credit in required and properly chosen elective courses. For students who complete the requisite elective courses in less than four years, certain required hours are omitted (see page 35). A semester hour represents one hour of classroom work (or from two to four hours of laboratory work) per week through half of the college year. Normally a student takes in each semester five three-hour courses in addition to the prescribed work in public speaking (see pages 34-35). No student is allowed to carry a program of more than 21 or less than 13 hours without special permission of the faculty; but any deviation from the normal number is subject to the approval of the Academic Council. Under the Term System, adopted by the College during the period of Military Programs, the normal program for each student has been four four-hour courses (equivalent to 12 semester hours) in addition to the prescribed work in public speaking.

2. The completion of two majors is also required for graduation. Each major consists of not less than three year-courses (or six term-courses under the Term System) in one of the following departments: Greek, Latin, German, Romance Languages, English Literature, Philosophy, Ethics and Religion, History, Political Science, Economics, Music, Art, Mathematics, Biology, Chemistry, Physics, Geology. The following courses, however, may not be counted as contributing toward a major: Greek 1-2, German 1-2, French 1-2, Spanish 1-2, Italian 1-2, Mathematics 1-2. In some cases a single major in one department, with related courses in other departments, may replace the two majors mentioned above; but such program is subject to the approval of the departments concerned and the faculty.

3. At least six semester hours in one of the natural sciences must be taken in college.

4. The foreign language requirement is not expressed in terms of courses taken, but rather in terms of achievement in attaining a reasonable proficiency in one language (Greek, Latin, French, German) as determined by a special examination. This examination is open

normally to students then enrolled in a course numbered 5-6 or higher in the language of their choice (3-4 in the case of Latin). Others may be admitted to examination by permission of the department concerned when special circumstances warrant such exception. The examination tests ability to read standard prose, and in the modern languages to understand and take an active part in ordinary conversation.

Undergraduates electing advanced courses in a language after achieving a proficiency rating are required to maintain a comparable standard of work in order to retain their proficiency rating.

5. A student who desires to receive credit for work in a summer session of another institution must apply to the faculty in advance for approval of his plans.

6. All grades are based on a scale of 100. A grade of 90 or over is reported as A; 80-89, B; 70-79, C; 60-69, D; 40-59, F; and below 40, FF. The passing mark is 60; but a student, in order to qualify for graduation, must have completed with grades as high as 70 not less than 45 semester hours in regular three-hour courses subsequent to freshman year.

Descriptions of the courses are to be found under the heading *Courses of Instruction* on pages 37-58.

## COURSES OF FRESHMAN YEAR

### REQUIRED OF ALL FRESHMEN

| | |
|---|---|
| English Composition 1-2 | 3 hours |
| Public Speaking 1-2 | 1 hour |
| A foreign language (Greek, Latin, French, or German) | 3 hours |
| Three electives | 9 hours |
| Lectures on the Fine Arts and Music | |
| Hygiene and Physical Education | |
| Total | 16 hours |

### ELECTIVE COURSES OPEN TO FRESHMEN

| | | |
|---|---|---|
| Biology 1-2 | German 3-4 | History 1-2 |
| Chemistry 1-2 | German 1-2 | Latin 1-2 |
| English Composition 1-2A | Greek 3-4 | Mathematics 1-2 |
| French 3-4 | Greek 1-2 | Physics 1-2 |
| French 1-2 | | |

The language electives chosen by freshmen depend upon their secondary school preparation.

Exceptionally well prepared freshmen with distinguished scholarship records may be permitted by the Academic Council to elect advanced courses not included in the list of electives given above.

## COURSES OF SOPHOMORE, JUNIOR AND SENIOR YEARS

### REQUIRED COURSES IN PUBLIC SPEAKING

In sophomore year five semester hours, in junior year four, and in senior year two semester hours of work in the Department of Public Speaking are required of all students. But those who otherwise qualify for graduation in less than four years are excused from that part of this work which extends beyond their period of residence.

### ELECTIVE COURSES

Except for the required work as above described, all courses of sophomore, junior, and senior years are elective. The choice of courses is made under a group system, the departments of study being arranged in three groups, as follows:

*Group A.* Foreign Languages.

*Group B.* Art, Economics, Education, English Composition, English Literature, Ethics and Religion, History, Music, Philosophy, Political Science, Public Speaking.

*Group C.* Mathematics, Natural Sciences.

In sophomore year a student must take at least one course from each group, and in junior and senior years at least one course from each of two groups.

### REGULATIONS GOVERNING ELECTIVES

1. The choice of courses for the year may not be changed except by permission of the Academic Council and on payment of a fee of two dollars. Changes are not permitted after the first week of the semester. All elective cards must conform to the regulations given above, and all courses must be numbered and indicated as in the Summary of Elective Courses.

2. It is recommended that each student, before submitting his elective card, consult some professor in the department of one of his major subjects and also the Dean.

3. All courses are continuous through the year and must be elected accordingly.

4. Courses for the next year are chosen at the end of freshman, sophomore, and junior years respectively.

5. The elective courses must be so chosen as to comply with the requirements in paragraphs 1 to 5 on pages 33 and 34.

6. After freshman year a student may take any elective course offered to his own or to a lower class if he has satisfied its prerequisites.

## DEGREES

Except to those students who entered before the fall of 1940 the College grants but one degree, the Baccalaureate in Arts. To those who entered with the Classes of 1942 and 1943, two degrees are available: The Baccalaureate in Arts and the Baccalaureate in Science.

The College offers limited opportunities for graduate study in candidacy for the master's degree. Those interested may obtain further information by writing to the Secretary of Admissions.

Degrees, both honorary and in course, are conferred only upon those who are present to receive them.

## SUMMER SESSION

To allow Hamilton College students to accelerate their course of study, the College will conduct a summer session from July 2, 1945 to September 22, 1945. Attendance at this summer session will be optional.

In this session, students will take two courses, each covering a full year's work, for a total of twelve semester hours of credit.

The freshmen who begin their college course with the summer term will take two of those courses which are best suited to intensified study. A list of such courses will be made available to the entering class prior to their matriculation.

Students who elect to attend summer sessions throughout their college course may complete the requirements for graduation in approximately three calendar years.

# Courses of Instruction

*The courses listed in the following pages constitute the normal curriculum of the College. During the war emergency the courses actually given depend upon the needs of the students in residence and the staff available.*

*All courses are continuous through the year and are assigned three hours a week, except as otherwise stated.*

## ART

THE OMNIPRESENCE OF ART IN LIFE. An introductory series of ten lectures with lantern slides dealing with various approaches to art and basic problems in the field of utilitarian arts, fine arts, and architecture. Since no credit will be given, there will be neither outside preparation nor examinations in this course. *Required of all freshmen. Alternates with "Essentials in Listening to Music." One evening lecture each week.* MR. WITH.

1-2. CREATIVE PAINTING AND DRAWING. Lectures and demonstrations of the methods and materials employed by professional artists will be coordinated with the individual student's work with special emphasis on analysis of design and its bearing on creative drawing and painting. Regular class sessions will be held in the painting studios four hours a week, one hour of lecture and three hours of studio work. A small fee will be charged for essential material. *Open to approved freshmen. Maximum credit toward graduation, three hours per semester for two semesters.* MR. PALMER.

3-4. ART AND CIVILIZATION FROM PREHISTORIC TIMES TO THE RENAISSANCE. First semester: the rise and growth of primitive culture; the development of early historical cultures in the Near East, China, and the Mediterranean till the end of the Roman Empire. Second semester: the rise of Christian Art and the evolution of Byzantine, Romanesque, and Gothic styles. MR. WITH.

5-6. ART AND CIVILIZATION FROM THE RENAISSANCE TO THE END OF THE EIGHTEENTH CENTURY. Art and architecture are discussed in relationship to social and economic conditions in the periods studied and to philosophical points of view. The influence of European period-styles upon architecture and furniture in America is stressed. MR. WITH.

7. ART AND CIVILIZATION FROM 1775 TO 1943. A study of the cultural changes brought about by the Industrial Revolution and the complexity of the Machine Age with particular reference to modern architecture and industrial design. MR. WITH.

8. Principles of Art. Analysis and discussion of basic terms such as: archaism, classicism, romanticism; primitive and folk art; fashion and style; taste, quality, and function. *Prerequisite, the consent of the instructor.* Mr. With.

9. Utilitarian Arts and Domestic Architecture. A functional rather than historical approach to shelter and objects of home use. Single objects and structures will be analyzed as to their basic forms, their inherent abstract prototypes, and their functional significance. *Prerequisite, the consent of the instructor.* Mr. With.

10. Masterpieces of Ecclesiastic Art and Architecture. Ten monuments of focal interest and significance will be discussed so as to explain and exemplify the main trends and characteristic features in the development of art and religion. The ten monuments are: the Cromlech of Stonehenge; the Pyramids of Gizeh; the Acropolis in Athens; the Hagia Sophia in Constantinople; the Cathedral of Chartres; Assisi; St. Peter's and the Vatican Palace, Rome; the Temple of Horiuji, Nara; the Stupa of Boro Budur, Java; the Temple and Palace of Angkor Wat, Indochina. Mr. With.

## BIOLOGY

1-2. General Biology. An introduction to the study of plant and animal life, with particular attention to the structure and functions of organisms. The course is designed to serve both as a source of general knowledge and as a background for advanced work in the biological sciences. Laboratory work is based on a study of plants and animals selected to illustrate the functions and principles involved. *Open to freshmen. Laboratory fee, $10.*

Messrs. Hess and Rogers.

3-4. Zoology of Vertebrates; Embryology. First semester: the dissection and study of a series of vertebrates from a comparative viewpoint, tracing the progressive modifications in the organ systems from fishes to mammals, with special emphasis on mammalian anatomy. Second semester: the development of representative forms of the chief classes of vertebrates, with particular emphasis on the embryology of the frog, chick, and mammal, supplemented by demonstrations of other forms. *Prerequisite, 1-2. Laboratory fee, $10.*

Mr. Rogers.

5-6. Genetics; Histology and Microscopical Technique. First semester: a study of the important facts of evolution and heredity in animals and plants and the application of these facts to man. In the laboratory, practical applications of the facts of inheritance are illustrated by experiments with the fruit fly. Second semester: a practical course in the methods of microscopical technique, and a study of mammalian tissues. *Prerequisite, 1-2. Laboratory fee, $10.*

Messrs. Hess and Rogers.

7-8. PHYSIOLOGY; BACTERIOLOGY. First semester: a study of the more fundamental problems of general physiology, and the functions of the organ systems in the different animal groups. Second semester: a study of the general principles and technique of bacteriology including the relation of micro-organisms to health and disease. *Prerequisites, 1-2; some knowledge of chemistry desirable. Laboratory fee, $10.*

MR. HESS.

9-10. ZOOLOGY OF INVERTEBRATES; EXPERIMENTAL ZOOLOGY. First semester: a study of invertebrate animals, including the structure, physiology, life histories, ecology, and distribution of representative forms. Second semester: readings, conferences, and laboratory work on problems in experimental zoology. *Prerequisites, 3-4, and the approval of the instructor. Laboratory fee, $10.*

MESSRS. HESS AND ROGERS.

## CHEMISTRY

*All courses in chemistry require two hours in the lecture room and four hours in the laboratory each week, but are reckoned as three-hour courses. The laboratory fee for each course is $12.50 a year.*

1-2. ELEMENTARY COLLEGE CHEMISTRY. A study of the principles of general chemistry considered quantitatively. The purpose of the course is to associate instruction in chemistry with training in scientific thinking. Previous experience in chemistry is not required, but it is desirable that students electing the course have had either high school chemistry or physics.

MESSRS. SUTHERLAND AND DEDELL.

3-4. ANALYTICAL CHEMISTRY. First semester: qualitative analysis. The theory and practice involved in the systematic separation and identification of the commoner cations and anions and the analysis of unknown substances. Second semester: quantitative analysis. Classroom drill and laboratory practice in the more important typical gravimetric and volumetric methods. *Prerequisite, 1-2.*

MESSRS. MCKINNEY, SUTHERLAND, AND DEDELL.

5-6. ORGANIC CHEMISTRY. An introduction to the chemistry of the compounds of carbon. The more important groups of aliphatic and aromatic compounds; lectures and recitations, with closely coordinated laboratory work on the preparation of typical compounds. *Prerequisite, 1-2.* MR. MCKINNEY.

7-8. PHYSICAL CHEMISTRY. A course of study in the theoretical background of chemistry in general, from the two points of view of thermodynamics and kinetics. The usual topics of physical chemistry are included. Applications are developed through the solution of problems, both in the classroom and laboratory. *Prerequisites, 3-4,*

*and 5-6, Physics 1-2, and Mathematics 3-4, unless special arrangement is made in advance with the instructor.*

MESSRS. SUTHERLAND AND DEDELL.

9-10. ADVANCED ORGANIC CHEMISTRY. A laboratory course continuing the work of 5-6. Emphasis is laid upon the study of the various type reactions of organic chemistry. Detailed attention is paid to the experimental conditions, yields, purity of products, and other factors necessary to the more advanced type of organic preparations. Conferences and laboratory work. *Open to juniors. Prerequisite, 5-6.*

MR. MCKINNEY.

A.S.T.-205* This course has in general the same content as Chemistry 1-2, except that there is no laboratory work. *Credit, one and one-half semester hours.* MR. SUTHERLAND.

## ECONOMICS

1-2. INTRODUCTION TO ECONOMICS. First semester: the history of economic ideas. Second semester: the interrelationships and current public regulation of economic activities, and the critical study of the goals and effectiveness of such regulation, with particular reference to the United States. *Open to sophomores.* MR. PATTON.

3-4. NATURAL RESOURCES AND INDUSTRIES. A study of natural resources, their geographical distribution, the development of the industries dependent on them, and their connection with national rivalries and technological progress. *Open to sophomores.*

MR. PATTON.

5-6. CORPORATION FINANCE AND PUBLIC FINANCE. First semester: a detailed study of the financial practices of corporations and their social regulation. Second semester: a study of taxation and public debt, and of the financial problems of government in general. *Open to juniors.* MR. PATTON.

7-8. MONEY, BANKING, AND WAR ECONOMICS. First semester: the monetary aspects of the modern peace-time economy, with special reference to the organization of Banking in the United States, and to the Theory of Money. Second semester: economic issues of total war, with reference to changes in the structure of production, to rationing, price control, and financial and monetary questions. *Open to sophomores.* MR. HEILPERIN.

9-10. ECONOMIC THEORY. Elements of advanced economic theory with special reference to business cycles and dynamic economic analysis. Principles of economic policy. *Open to juniors and seniors who have had at least one other course in economics and have obtained the consent of the instructor.* (This course alternates with 11-12.) MR. HEILPERIN.

*See page 24.

11-12. History of Economic Thought. The development of economic ideas from the age of mercantilism till the present day. Relationships will be traced between the development of economic, social and political institutions and that of economic doctrines. The course will include readings from the original writings of the principal economists of the past. *Open to seniors and selected juniors who have had at least two previous courses in economics, one of which must be 7-8 or 9-10, and who obtain the consent of the instructor.* (This course alternates with 9-10.) Mr. Heilperin

13-14. Economic Statistics. A general course in statistical methods with special reference to economic problems as they concern governmental research and business activity. *Open to juniors.* (This course alternates with 15-16.) Mr. Heilperin.

15-16. International Economic Relations. International Trade and Finance, foreign exchange, international investments. Development of international economic relations during the inter-war period, 1919-39, with special reference to the policies of the United States. Economic Nationalism and its consequences. International aspects of the Great Depression. The role of international economic relations during the war and in the post-war reconstruction. *Open to juniors.* (This course alternates with 13-14.) Mr. Heilperin.

17-18. Labor Problems and Labor Legislation. First semester: a study of the practices and problems involved in labor organization. Second semester: a consideration of workmen's compensation, social security and other types of legislation for the benefit of labor. *Open to juniors.* Mr. Patton.

## EDUCATION

1-2. Psychology for Teachers. A careful consideration of the fundamentals of psychology and the relation of psychology to the problems of growth and development, and teaching. *Open to sophomores.* Mr. Garland.

3-4. History and Philosophy of Education. Comparative studies of educational ideals and institutions, historical and contemporary, considered in relation to social and cultural philosophy. *Open to approved juniors. Prerequisite, 1-2.* Mr. Moore.

5-6. Methods of Education. A detailed study of secondary school methods, classroom technique, and educational measurement. Observation and practice teaching are required. *Open to approved seniors. Prerequisite, 3-4.*

Teachers' Certificate. Any student who wishes to qualify for a teacher's certificate should consult with some member of the Department to make sure that he will meet the necessary requirements.

A student who desires a certificate must complete courses 1-2, 3-4, and 5-6. Courses 3-4 and 5-6 may be elected only with the approval of the Department, the Committee on Teacher Education, and the Academic Council. Approval will be based on the candidate's desire to prepare for teaching, and on his scholastic record in his major courses and in his previous courses in Education.

The work of the senior year is normally carried on with the cooperation of certain regular staff members of the Clinton Central School. Instruction in the special methods of teaching as they apply to the several subject fields is given by these men during the second semester, and the required observation and practice teaching is under their direct supervision.

## ENGLISH COMPOSITION

1-2. FRESHMAN ENGLISH COMPOSITION. The principles of English composition and the practice of writing. Themes and conferences; readings in selected masterpieces. Instruction in writing is largely individual. *Either 1-2 or 1-2A is required of all freshmen.*

MESSRS. JOHNSTON AND O'DONNELL.

1-2A. SEMINAR IN READING, WRITING, AND SPEAKING. The intensive study of selections from such classics of literature and philosophy as Homer, the Bible, Shakespeare, Milton, Plato, and Mill. Writing and group discussion based on this reading. Sections limited to twelve freshmen each. *This course may be substituted for English Composition 1-2 and one elective. Credit, twelve semester hours.*

MESSRS. NESBITT AND JOHNSTON.

3-4. JUNIOR ENGLISH COMPOSITION. Advanced study and practice for those looking forward to journalism, authorship, or English teaching. *Open to juniors who have attained a grade of B in 2.*

MR. MARSH.

5-6. SENIOR ENGLISH COMPOSITION. The study and practice of the various forms of writing. *Open to seniors who have attained a grade of B in 3-4.* MR. JOHNSTON.

## ENGLISH LITERATURE

1-2. GENERAL INTRODUCTION TO ENGLISH LITERATURE. A rapid survey of English literary history from the beginnings, accompanied by classroom study of the greater English poets, especially Chaucer, Shakespeare, Milton, Burns, Wordsworth, Coleridge, Byron, Shelley, Keats, Tennyson, Browning. Lectures and recitations. *Open to sophomores.* MESSRS. RISTINE, RUDD, AND JOHNSTON.

3-4. SEVENTEENTH CENTURY LITERATURE. The later Elizabethan drama; the seventeenth century lyric, with special emphasis on Donne and the metaphysical poets; Bacon, Burton, and Browne; the poetry of Milton. The Restoration Period; John Dryden; the dramatists, diarists, and memoir writers. *Prerequisite, 1-2. Alternates with 5-6.* MR. RUDD.

5-6. EIGHTEENTH CENTURY LITERATURE. The Augustan writers of the Age of Pope, with special attention to the development of modern prose style, the rise of the periodical essay, the pamphlet, and the polite epistle. The eighteenth century novel. Dr. Samuel Johnson. The beginnings of Romanticism, as seen especially in the poetry of the century. *Prerequisite, 1-2. Alternates with 3-4.* MR. RUDD.

7-8. THE ROMANTIC MOVEMENT AND VICTORIAN ERA. The growth of Romanticism in England, and its influence on imaginative literature and criticism between 1798 and 1832; the thought and literary art of the Victorians, particularly Carlyle, Mill, Browning, Arnold, and the Pre-Raphaelites. The development of the periodical and of the novel, with outside readings in Jane Austen, Scott, Dickens, Thackeray, George Eliot, and other novelists as time permits. Term essays required. *Prerequisite, 1-2.* MR. NESBITT.

9-10. AMERICAN LITERATURE; MODERN WRITERS. First semester: the chief American poets and prose writers of the nineteenth century, emphasizing their relation to contemporary English literature and their expression of American national traits and ideals. Second semester: a study of the writers, chiefly British, who have contributed most to the advance of poetry, drama, and the novel since about 1890 to 1920. *Prerequisite, 1-2.* MR. RUDD.

11-12. ANGLO-SAXON; MIDDLE ENGLISH. First semester: an introduction to the language and literature of England before the Norman Conquest. An Anglo-Saxon reader is the basis of study, accompanied by lectures on the history, structure, and vocabulary of the English language. Second semester: Chaucer, his century, and his contemporaries. *The Canterbury Tales* are read, the *Troilus and Criseyde*, and some of the minor poems. *Open to juniors.*
MR. RISTINE.

13-14. SHAKESPEARE AND THE ELIZABETHAN DRAMA. Shakespeare is the center of study for the year. All the plays are read, with critical study of certain dramas representative of the different stages in the development of his art. Lectures on the history of the drama from the beginnings to Shakespeare; collateral reading in the minor Elizabethan playwrights. Library topical work and practice in handling original sources. Term theses required. *Open to seniors who have completed with a grade of B at least one year-course in this department.*
MR. RISTINE.

15-16. CONTEMPORARY LITERATURE IN ENGLAND AND AMERICA. A critical study of intellectual and literary tendencies as exemplified in outstanding contemporary writers, particularly in relationship to the literature of the nineteenth and earlier twentieth centuries. *Prerequisite, 7-8.* MR. NESBITT.

## ETHICS AND RELIGION

1-2. INTRODUCTION TO THE BIBLE. The religion and literature of the Bible as illuminated by the historical method. First semester: the literature of the Old Testament as a product of the developing of religious experience of the Hebrew people, and in relation to the social and political situation. Second semester: the New Testament; nascent Christianity, its environment and literature. A textbook, an approved version of the Bible, and collateral reading. *Open to sophomores.* MR. MOORE.

3-4. HISTORY AND PHILOSOPHY OF RELIGION. First semester: a survey of the principal historical and living religions of the world with emphasis upon their cultural setting and present condition. Second semester: a comparative and philosophical study of the recurrent concepts and problems of religion. Special attention will be given to Judaism and Christianity. *Open to juniors.* Mr. MOORE.

5-6. PROBLEMS OF ETHICS. First semester: the field of ethics; ethical theories and the basic ideas involved in moral judgments. Second semester: conceptions of the good life; moral standards and conflicts; methods of solving moral questions; philosophical problems raised by morality. *Open to juniors.* MR. MOORE.

## FRENCH

1-2. ELEMENTARY FRENCH*. An introduction to the language with emphasis on oral practice. The objectives of the course in order of importance are comprehension, conversation, reading, and writing. *Open to freshmen. Those who take this course are required to continue with 3-4. No credit is given for 1-2 separately except by special permission of the head of the department.*
MESSRS. MCKEE, COOK, AND BRUSSALY.

3-4. INTERMEDIATE FRENCH. Review of morphology, phonology, and syntax of the language in order to pave the way for continued development of comprehension, conversation, reading, and writing. *Prerequisite, 1-2, or at least 2 units of entrance French.*
MESSRS. MCKEE, BEACHBOARD, COOK, AND BRUSSALY.

*Credit is not given for the first semester alone of any elementary language course.

9-10. FRENCH PROSE FICTION. A year's study of the development of the novel in France, from the Middle Ages to the present day. Selected novels are assigned to all members of the course for report and criticism, these papers being read and discussed in the classroom. This course is conducted in French. *Prerequisite, 15-16.*

MR. KNUDSON.

11-12. THE AGE OF REASON AND THE ROMANTIC MOVEMENT. A study of the major writers of the period between the decline of Classicism and the rise of nineteenth-century Realism. First semester: Voltaire and Rousseau. Second semester: Chateaubriand, Vigny, Victor Hugo, and Musset. *Prerequisite, 15-16.* MR. MCKEE.

13-14. ROMANCE PHILOLOGY AND MEDIEVAL LITERATURE. Introduction to the comparative and historical grammar of the Romance Languages, with special attention to Old French and Provençal. Reading of selected texts, with study of the lyric and narrative poetry of the Middle Ages. *Prerequisite, 15-16.* MR. KNUDSON.

15-16. ADVANCED FRENCH. Readings in modern French literature, from the seventeenth century to the present, with particular attention to the drama. The course will be conducted largely in French and will emphasize the oral use of the language. *Prerequisite, 3-4.* MR. MCKEE.

17-18. ADVANCED COMPOSITION AND ORAL PRACTICE. An advanced practical course in the language, limited to twelve students. *Prerequisite, 15-16 and the permission of the instructor.*

MR. KNUDSON.

19-20. READING AND ORAL PRACTICE. The reading of selected works by classical and modern authors. Systematic practice in speaking French. *Prerequisite, 15-16.*

MESSRS. MCKEE, COOK, AND BRUSSALY.

21-22. CONTEMPORARY FRENCH LITERATURE. Reading and study of representative works of the period since 1870. Outline of the literary and intellectual history of the Third Republic. Conducted in French. *Prerequisite, satisfaction of the proficiency requirement and permission of the instructor.* MR. KNUDSON.

23. MILITARY FRENCH. A course in reading and oral practice, using materials on military subjects. *Prerequisite, 16, or special permission.*

24. ADVANCED ORAL PRACTICE. This course is conducted in French and emphasizes oral skill. The material used concerns the institutions of the Third Republic. *Prerequisite, 23, or the equivalent.*

MR. MCKEE.

## GEOGRAPHY

A.S.T.-163 A.* PHYSICAL GEOGRAPHY. The main considerations of this course include space and distance relations on the earth, the

*See page 24.

study of maps and charts, the elements of meteorology and climatology, land forms, surface and ground waters, and such natural resources as soils and minerals. Lectures, discussions, and laboratory. *Two hours a week. Credit, one and one-half semester hours.*

MESSRS. DALE, PATTON, AND CROWL.

A.S.T.-163 C.* GEOGRAPHY AND NATIONAL POWER. A general survey of nations and national power, world position and connections of national states, areal structure (physical and human), people, use of natural resources, colonies and dependencies and national aspirations, followed by application of these studies to the seven great powers before and after 1938: France, Germany, Italy, Japan, Russia, United States, and the British Commonwealth of Nations. Lectures and discussions. *Two hours a week. Credit, one and one-half semester hours.* MR. DALE.

## GEOLOGY

1-2. GENERAL GEOLOGY. An introductory course, including studies of the various geological agencies and processes responsible for the past and present surface features of the earth, the general composition and structure of the earth's crust, and the geological history of the earth. Lectures, recitations, laboratory, and field work. *Open to sophomores. Laboratory fee, $5.* MR. DALE.

3-4. MINERALOGY. An introductory and determinative study of the more important minerals as shown by their crystal forms as well as by their important physical and chemical characteristics. Some attention is paid to the mode of occurrence, the origin, and the association of the chief rock-forming minerals and to those minerals which are economically significant. Lectures, laboratory, and field work. *Prerequisite, Chemistry 1-2 or its equivalent. This course may parallel 1-2, 5-6, or 9-10 to advantage. Laboratory fee, $5.* MR. DALE.

5-6. STRUCTURAL AND ECONOMIC GEOLOGY. First term: a study of the primary structures of sedimentary and igneous rocks and the principles of deformation and geotectonics. Methods of determination of the structures in the field; interpretation and construction of topographic and geologic maps. Second term: the geologic occurrence and origin of the important metallic and non-metallic ores with special consideration of coal, petroleum, and iron. The relation and the importance of these to man are an essential part of the course. Lectures, discussions, laboratory, and field work. *Prerequisite, 1-2. Laboratory fee, $5.* MR. DALE.

7-8. REGIONAL GEOLOGY OF THE UNITED STATES. Regional geology of the United States, a consideration of the geomorphology and regional geologic structures as applied to the physiographic provinces of the United States and their natural resources. Lectures, discussions, laboratory, and field work. *Prerequisite, for the first term, 1-2; for the second term, juniors and seniors in good standing.*

MR. DALE.

*See page 24.

9-10. PETROGRAPHY AND PETROLOGY. A microscopic study of rock-forming minerals and rocks, followed by the history, origin, and classification of rocks. Lectures, laboratory, and field work. *Prerequisites, 1-2 and 3-4; but 3-4 and 9-10 may be taken together. Laboratory fee, $2.50.* MR. DALE.

11-12. PALEONTOLOGY AND STRATIGRAPHY. The first term is devoted to all questions pertaining to the structure, relationships and conditions of existence, distribution in time and space and classification of the main invertebrate fossils. Opportunities for studying the rich fossil localities of the region and the college collections are provided the student. The second term aims to acquaint the student with the nature, composition, structure, extent, source and origin of the important sedimentary formations of the geological column. Special opportunities for becoming acquainted with the paleozoic formations of central New York are realized in this course. Lectures, conferences, laboratory, and field work. *Prerequisite, Geology 1-2. This course generally alternates with Geology 9-10.* MR. DALE.

## GERMAN

In all the courses there is constant emphasis upon conversational, oral, and written drills as a necessary basis for the attainment of a fluent reading knowledge of the language.

1-2. ELEMENTARY GERMAN.* Thorough grounding in pronunciation, grammatical forms and syntax in coordination with the reading and discussion in German of easy texts and the memorizing of poetry. MESSRS. HAUCH AND LIEDKE.

3-4. INTERMEDIATE GERMAN. Review of grammar and syntax; oral and written drill on vocabulary and idioms; reading and discussion in German of narrative prose texts; the memorizing of simple poems. *Prerequisite, German 1-2, or a minimum of two units of entrance German. Required of sophomores who have taken 1-2 as freshmen.* MESSRS. HAUCH AND LIEDKE.

5-6. SCIENTIFIC GERMAN. The reading, study, and discussion in German of scientific texts, written and oral reports. *Prerequisite, German 3-4, or a minimum of three units of entrance German and a sufficiently high rating on a placement test. Alternates with 15-16.* MR. LIEDKE.

7-8. GERMAN POETRY. Critical study and conversational discussion in German of representative lyrical, narrative, and aphoristic poetry; reports and essays on outside reading, prose and verse. *Prerequisite, as for 5-6.* MR. HAUCH.

*Credit is not given for the first semester alone of any elementary language course.

9-10. GERMAN DRAMA. Brief introductory survey of the history of German drama; critical study and interpretation, and conversational discussion in German, of the dramas of Lessing, Goethe, Schiller, and representative nineteenth century and contemporary dramatists; written reports and essays. *Prerequisite, German 5-6, or German 7-8, or a grade of B in German 3-4.* MR. LIEDKE.

11-12. THE AGE OF GOETHE. Historical survey of the major political, intellectual, and social forces of eighteenth century Germany; critical study and interpretation of *Faust I and II;* lectures, discussions, reports and essays. *Prerequisite, as for 9-10. Alternates with 13-14.* MR. HAUCH.

13-14. GERMAN CIVILIZATION. Survey of the history of the German language, the German people, and German literature in relation to its political, social, and philosophical background; required readings from the sources; lectures, discussions, essays and reports. *Prerequisite, as for 9-10 and 11-12. Alternates with 11-12.* MR. HAUCH.

15-16. ADVANCED READING, CONVERSATION, AND COMPOSITION. Practice in rapid reading; intensive practice in speech and writing. *Prerequisite, 3-4, or a minimum of three units of entrance German and a sufficiently high rating on a placement test. Alternates with 5-6.* MESSRS. HAUCH AND LIEDKE.

## GREEK

1-2. ELEMENTARY GREEK*. Ball's *Elements of Greek.* Forms, exercises, translation of narrative passages, and the writing of simple Greek sentences. Selections from the first book of Xenophon's *Anabasis. Open to freshmen.* MR. DURHAM.

3-4. HOMER. First semester: selections from the *Iliad;* Homeric forms, constructions, and prosody. Second semester: selections from the *Odyssey,* with particular attention to the structure of the poem, to Homeric antiquities, and to the historical aspects of the language. *Prerequisite, 1-2, or two units of entrance Greek. Required of sophomores who have taken 1-2 as freshmen.* MR. DURHAM.

5-6. PLATO. THEOCRITUS. First semester: the *Apology, Crito,* and portions of the *Phaedo.* A study of the character of Socrates as portrayed by Plato and of the more general aspects of his significance as a thinker. Second semester: lyric poetry; the *Idylls* of Theocritus, illustrated by parallel passages from the other Alexandrian poets. *Prerequisite, 3-4, or three units of entrance Greek.* MR. DURHAM.

7-8. GREEK DRAMA. Careful interpretation of a tragedy of Aeschylus, Sophocles or Euripides, followed by rapid reading of other tragedies. Aristophanes is studied in similar manner. *Prerequisite, 5-6.* MR. DURHAM.

*Credit is not given for the first semester alone of any elementary language course.

9-10. PROSE WRITERS. Herodotus, Selections. Thucydides, Books 2 and 3. The sources of Greek History. Demosthenes' *De corona*. Plutarch's *Life of Demosthenes. Prerequisite, 7-8, or with the consent of the instructor, 5-6.* MR. DURHAM.

11-12. SURVEY OF GREEK LITERATURE. Wide reading of prose and poetry, accompanied by the study of Greek history and of the history of Greek literature. Some work will be done also in epigraphy, palaeography, papyrology, and archaeology. *Prerequisite, 9-10.* MR. DURHAM.

## HISTORY

1-2. MEDIEVAL AND MODERN EUROPE. A general survey of the leading features of medieval civilization, followed by a more detailed study of significant political, economic and social aspects of European history since 1500. *Open to freshmen.* MR. GRAVES.

1-2A. AMERICAN HISTORY. A study of the growth of democracy in the United States and the expanding role of the nation in world affairs from 1776 to the present, with some consideration of the colonial background. Emphasis is placed on the reading and interpretation of illustrative documents. First semester: to 1865. Second semester: since 1865. MR. CURRENT.

3-4. ENGLAND AND THE BRITISH EMPIRE. A detailed study of the rise and development of English institutions, and their spread to other parts of the world. Such items as language, law, parliamentary government and colonization are emphasized. *Open to sophomores. Prerequisite, 1-2.* MR. GRAVES.

5-6. EUROPE SINCE 1789. A study of the diplomatic, political, and cultural history of Europe from the French Revolution to the present day. Readings in the standard secondary works and an introduction to some of the primary sources. *Open to juniors. Prerequisite, 1-2. Alternates with 11-12.* MR. GRAVES.

7-8. AMERICAN HISTORY. First semester: the history of the territory which comprises the United States from 1607 to 1865, with major emphasis on the period from 1783 to 1865. Second semester: the history of the United States from 1865 to the present. *Open to sophomores. Prerequisite, 1-2, or with the consent of the instructor.* MR. GILBERT.

9-10. STUDIES IN THE HISTORY OF AMERICAN CIVILIZATION. This course deals with the non-political phases of American history, particularly with intellectual and social change, so much attention being given to the economic background as is necessary to understand the significant developments. Some of the subjects considered are education, religion, humanitarianism, literature, art, architecture, home life among the different classes, manners, conditions of travel. MR. CURRENT.

11-12. European Civilization from the Eleventh to the Seventeenth Century. First semester: the society and culture of the later Middle Ages. Second semester: the society and culture of the period usually designated renaissance and reformation. *Open to juniors. Prerequisite, 1-2.* Messrs. Graves and With.

15-16. Modern British History. A seminar in problems in British history since 1815. *Open to seniors. Prerequisite, 3-4.* Mr. Graves.

## ITALIAN

1-2. Modern Italian.* Careful drill in Tuscan pronunciation, grammatical forms, and syntax. The reading of modern *novelle* (short stories) by authors studied chronologically in order to trace the development of the successive literary schools from neo-idealism to *umorismo* through *verismo*. Some attention is given to comparative philology. *Open to sophomores. Italian 1-2 and Spanish 1-2 may not be taken in the same year.* Mr. Gordon.

3-4. Dante's *Divine Comedy*. A rapid survey of the Old Provençal lyric poetry as a background for the reading of Dante's *Vita Nuova*. The reading of the *Inferno* and *Purgatorio*, and selected cantos from the *Paradiso*. Attention is paid to the Latin authors Dante knew. *Prerequisite, 1-2.* Mr. Gordon.

5-6. *Novellistica Italiana*. Italian Classics. A study of the Italian *novella* collections, their sources and influence from the thirteenth century to the middle of the nineteenth. The Italian poetic romances of the renaissance, their sources; or, outlines in the history of the Italian drama or novel. *Prerequisite, 1-2. Alternates with 7-8.* Mr. Gordon.

7-8. The Italian Drama. A year's study of the development and history of the theater in Italy, from the *laudi drammatiche* to the present day. Renaissance drama, *Commedia dell' Arte*, Classic drama (Goldoni: comedy; Alfieri: tragedy), Romantic drama (Pellico and Giocosa), the Problem Play (Bracco), *Umorismo* (Pirandello), and other Modern drama (Sem Benelli and Rosso di San Secondo). Lectures on the history of the drama. *Spiegazione di testo* and the writing of short essays in Italian on suggested topics relating to certain of the plays read. *Prerequisite, 3-4 or 5-6. Alternates with 5-6.* Mr. Gordon.

## LATIN

1-2. Introductory Course in Latin Language and Literature. First semester: prose authors, principally Sallust and Tacitus; emphasis upon comprehension of the sentence and systematic mastery of vocabulary. Second semester: further reading in such prose

*Credit is not given for the first semester alone of any elementary language course.

authors as Tacitus, Pliny, Seneca; emphasis upon the student's comprehension of connected prose. Also throughout the year informal lectures on the social and historical background of Roman literature. *Open to approved freshmen with adequate high school preparation.*
MR. MATTINGLY.

3-4. READINGS IN LATIN PROSE WRITERS. First semester: continued emphasis upon comprehension and the mastery of vocabulary; attention to the reproduction in translation of different Latin prose styles as represented by such authors as Cicero, Tacitus, Quintilian, Augustine. Second semester: continuation of the work of the preceding semester with some study of rhetorical theory and the historical background of the authors read. *Prerequisite, 1-2. The proficiency examination in Latin is ordinarily taken in connection with this course.* MR. MATTINGLY.

5-6. ROMAN DRAMA AND SATIRE. First semester: the comedies of Plautus and Terence; collateral reading in Roman public and private antiquities. Second semester: the satires of Juvenal and the satires and epistles of Horace. *Prerequisite, 3-4.* MR. MATTINGLY.

7-8. READINGS IN LATIN LYRIC, ELEGIAC, AND EPIC POETRY. Selection of authors will largely follow the expressed interests of students where possible. Lectures and discussion of the history of Latin literature; collateral reading in ancient literary criticism with some examination of the influence of Latin poetry upon modern literature. *Prerequisite, 3-4.* MR. MATTINGLY.

11-12. ROMAN SOCIAL AND POLITICAL INSTITUTIONS. Roman history from the regal period to the late Empire with emphasis upon social and political institutions. Textbook and readings in translation. *Open to upperclassmen. Alternates with 13-14.* MR. MATTINGLY.

13-14. POLITICAL IDEALS AND SOCIAL REALITY IN THE GRAECO-ROMAN WORLD. Subject matter will include Hellenic and Hellenistic society, the Roman *ethos*, power politics and the origin of the Principate, political moralism in the imperial period, Diocletian and the late Empire, Julian the Apostate and the pagan reaction, the idea of a Christian state. In lectures and discussions emphasis will be placed principally upon changing patterns of the state, typical situations and representative personalities, ethnic and cultural factors, and the "sociology of knowledge." *Open to upperclassmen. Alternates with 11-12.* (This course will be offered for the first time in the spring semester of 1945. On this occasion it will be given as a single semester course [Latin 13]. Regular alternation with Latin 11-12 will begin with the academic year 1945-46.) MR. MATTINGLY.

## MATHEMATICS

1-2A. PLANE TRIGONOMETRY; ALGEBRA. First semester: theory and use of logarithms, definitions and relations of the trigonometric

functions of acute angles and of angles in general, the solution of right and oblique triangles, drill in computation. Second semester: introductory review, quadratic functions, graphs, theory of equations, permutations and combinations, probability, determinants, partial fractions, complex numbers. *Prerequisite, entrance credit in mathematics of three units.*

MESSRS. PATTERSON, WILLIAMS, AND CLELLAND.

1-2B. ANALYTIC GEOMETRY; CALCULUS. First semester: topics from plane analytic geometry including the straight line, circle, conics, and polar coordinates. Second semester: an introductory course in the differential and integral calculus, with applications to algebra, geometry, and mechanics. *Prerequisite, 1-2A, or entrance credit in mathematics of at least three and one-half units including plane trigonometry.* MESSRS. PATTERSON, WILLIAMS, PLESCIA, TALIAFERRO, AND VANALSTYNE.

3-4. CALCULUS; ANALYTIC GEOMETRY. Further study of differential and integral calculus, and analytic geometry, including analytic geometry of three dimensions. Applications. *Prerequisite, 1-2B.*

MESSRS. PATTERSON, JOHANSON, WILLIAMS, AND VANALSTYNE.

5-6. DIFFERENTIAL EQUATIONS; ADVANCED CALCULUS. First semester: the solution of simpler types of ordinary differential equations, with applications to physics. Second semester: special topics from the calculus including elliptic integrals, Fourier series, gamma and Bessel functions, partial differentiation, partial differential equations. Applications. *Prerequisite, 3-4.*

MESSRS. PATTERSON AND WILLIAMS.

7-8. DIFFERENTIAL GEOMETRY; PROJECTIVE GEOMETRY. First semester: an introduction to the metric differential geometry of curves and surfaces in three dimensions. Second semester: elementary synthetic projective geometry involving first and second degree forms, constructions, and an introduction to postulate theory. *Prerequisite, 3-4.* MR. PATTERSON.

9-10. SURVEY COURSE. A survey of the earlier courses in algebra, analysis, and geometry, introducing material that had previously been omitted, supplying rigorous proofs for many theorems, and studying briefly the logical foundations of the science. A preparatory course for those planning either to teach mathematics or to take graduate study in it. *Open to those who have elected 7-8.*

MR. PATTERSON.

11-12. ADVANCED CALCULUS; TENSOR ANALYSIS. First semester: special topics from the calculus including partial differential equations, line integrals, Green's and Stokes's theorems, differential geometry. Second semester: the calculus of vector and tensor analysis, with applications to physics and geometry. *Open to those who have elected 5-6 and 7-8.* MR. PATTERSON.

## MUSIC

ESSENTIALS IN LISTENING TO MUSIC. A series of ten lectures on Music with illustrations at the piano and phonograph designed to teach auditors the fundamentals of intelligent listening. Since no credit will be given, there will be neither outside preparation nor examinations in this course. *Required of all freshmen. Alternates with "The Omnipresence of Art in Life." One evening lecture each week.* MR. SHUTE.

1-2. THE FUNDAMENTALS OF MUSIC. The essentials of notation, sight-singing, ear-training, harmony, music forms, and orchestration deduced from the study of orchestral scores of Mozart, Haydn, Beethoven, and Schubert. No previous knowledge of music is necessary. *Open to juniors and approved underclassmen.* MR. SHUTE.

3-4. CHORAL MUSIC. The singing, largely *a capella*, of church music; selections from such great composers as Palestrina, Bach, Haydn, Byrd, Händel, Mendelssohn, from the liturgy of the Russian Church, from Negro spirituals, and from composers of the modern schools. Those taking this course constitute the College Choir. *Open with the approval of the instructor, to all undergraduates in regular standing. The basis of approval is ability to sing. Three hours a week throughout the year. Credit, three semester hours.* (Not offered in 1944-45.) MR. SHUTE.

5-6. THE HISTORY OF MUSIC. A study of composers and their works, the evolution of forms and styles, and the relation of all these to the culture that produced them from ancient Greek times to the present. *Prerequisite, 1-2.* MR. SHUTE.

7-8. ELEMENTARY COMPOSITION. A course designed to train students in writing in the smaller forms both vocal and instrumental. Elementary harmony, counterpoint and ear-training are studied systematically but the emphasis is on actual creative composition. Applicants for this course must understand thoroughly the rudiments of musical theory and play some instrument. *Open to approved sophomores. Alternates with 9-10.* MR. SHUTE.

9-10. COMPOSITION. A continuation of 7-8, with emphasis on chromatically altered chords and advanced counterpoint, rondo and variation forms. *Prerequisite, 7-8. Alternates with 7-8.* MR. SHUTE.

11-12. ADVANCED COMPOSITION. Composition in the larger forms. Elementary orchestration. *Prerequisite, 9-10.* MR. SHUTE.

For those desiring individual instruction in instrumental or vocal music, excellent teachers are available. A practice room is maintained by the College which may be rented for one hour daily at $15.00 for the college year.

There are also available for student use, a large collection of phonograph records and a comprehensive section in the College Library devoted to music and musicians.

TEACHER'S CERTIFICATE. The courses in music offered at Hamilton College only partially cover the subjects required by the State of New York for a music teacher's certificate. If a student is technically proficient on some instrument it is usually necessary to spend only one additional year at one of the institutions which prepare students for this certificate.

## PHILOSOPHY

1-2. AN ANALYSIS OF THE NATURE AND STRUCTURE OF THE REASONING PROCESS. A study of the factors involved in both valid and invalid reasoning as found in formal, empirical, and normative fields of thought. *Open to sophomores.* MR. BLYTH.

3-4. THE HISTORY OF PHILOSOPHY. A study of the philosophical classics of western civilization. The most important contributions of outstanding thinkers from early Greek times to the present will be considered. *Open to sophomores.* MR. BLYTH.

5-6. MODERN PHILOSOPHY. A study of the development of modern philosophy and the contributions of outstanding contemporary thinkers. *Prerequisite, 3-4, and consent of the instructor.* MR. BLYTH.

7-8. PHILOSOPHICAL FOUNDATIONS OF MODERN SOCIETY. A systematic examination of the philosophical problems and methods underlying the political, social, and economic developments of modern society. *Prerequisite, 1-2, or 3-4.* MR. BLYTH.

## PHYSICAL EDUCATION

MESSRS. PRETTYMAN, GÉLAS, WEBER, AND RANDALL.

Four periods a week are required of all undergraduates, either in scheduled courses or as otherwise arranged.

The program includes speedball, mass exercises, military track, swimming, boxing, wrestling (including hand to hand), tumbling and gymnastics, skating, ice hockey, basketball, and mass games.

Participation in the practice of intercollegiate sports and competition in intramural contests will be accepted as an equivalent for the requirement.

Facilities for the playing of golf, tennis, squash, handball, and badminton are available.

This plan supersedes the regular program of three periods a week and will prevail for the duration of the war.

## PHYSICS

1-2. General Physics. The general principles of mechanics, sound, heat, light, electricity and magnetism. Three lecture-recitation hours and one laboratory period per week. *Prerequisite, Freshman Mathematics. Laboratory fee, $5.*

Messrs. Cameron and Gibbs.

3-4. Mechanics; Heat and Thermodynamics. First semester: the statics and dynamics of particles and rigid bodies, elasticity, periodic motions, mechanics of fluids. Second semester: the principles of thermometry, transfer of heat, and thermodynamics, with applications to selected mechanical and chemical systems. Calculus methods are used throughout, the solution of problems being strongly emphasized. *Prerequisites, 1-2, and Mathematics 3-4.*

Messrs. Cameron, Clancy, and McCue.

5-6. Electricity and Magnetism. The theory of direct and alternating current circuits, electromagnetism, and an introduction to electronic phenomena, with laboratory. *Prerequisites, 1-2, and Mathematics 3-4. Laboratory fee, $10.* Mr. Cameron.

7-8. Wave Motion, Sound and Light. The principal phenomena of Sound and Light, considered as wave motions. Also some attention is given to the geometrical optics of lenses and lens systems. With laboratory. *Prerequisites, 1-2, and Mathematics 3-4. Laboratory fee, $10.* Mr. Cameron.

9-10. Atomic Physics. A study of the fundamental particles of physics and their roles in gaseous conduction, photoelectricity, atomic structure, X-rays, cosmic rays, etc. The course is intended to acquaint the student with the experimental methods of modern research and with the theoretical interpretation of the principal atomic phenomena. *Prerequisites, 1-2, and Mathematics 3-4.* Mr. Verwiebe.

## POLITICAL SCIENCE

1-2. The Problem of Government. An outline of the constitutional framework and the political process in the American system. A study of particular problems and institutions as affected by the interplay of political and economic forces. *Open to freshmen.*

Mr. Dealey.

3-4. Foreign Governments and Politics. Governments of Great Britain and the Dominions. Special attention to governmental, social, and economic activities in Great Britain, Australia, and New Zealand. Major governments of continental Europe, their policies and prospects. A brief sketch of Latin American governments with particular attention to Mexico and the A B C powers. *Prerequisite, 1-2. Since this course is an expansion of Political Science 2, as formerly given, it is not open to those who took Political Science 1-2 before 1941-42.*

Mr. Dealey.

5-6. INTERNATIONAL POLITICS. A study of international politics, with special attention to the factors which condition the relations among states and to the procedures and institutions of international intercourse. *Prerequisite, 1-2.* MR. HEILPERIN.

7-8. AMERICAN DIPLOMACY. A detailed study of the foreign relations of the United States. Special emphasis is placed on such subjects as neutrality, freedom of the seas, the doctrine of isolation, economic penetration, the Monroe Doctrine, Pan-Americanism, recognition, the Open Door policy, and the interaction of foreign policy and public opinion. *Open to juniors who have completed a second course in the department and to seniors. Prerequisite, 1-2.* MR. DEALEY.

9-10. CONSTITUTIONAL LAW. A case-study of American constitutional law. This is preceded by a consideration of the general nature of law and of constitutional and international law and of changing principles affecting constitutional interpretation. *Open to juniors. Prerequisite, 1-2.* MR. DEALEY.

11-12. HISTORY OF POLITICAL THEORY. A survey of ancient, medieval, and modern political thought, centering respectively on the theories of the city-state, the universal community, and the national state. *Open to juniors who have completed a second course in the department and to seniors. Prerequisite, 1-2.* MR. MATTINGLY.

13-14. SEMINAR. Individual or seminar work in Political Science will be open to approved seniors. MR. DEALEY.

15-16. LOCAL GOVERNMENT. PUBLIC ADMINISTRATION. The forms and activities of municipal governments. The principles of public administration, including financial control and civil service. One particular problem in public administration will be taken up in detail. *Prerequisite, 1-2.* MR. DEALEY.

## PUBLIC SPEAKING

*All courses for freshmen and sophomores are required. Juniors must elect at least two of the courses in Public Speaking offered to their class, and seniors must elect one of the senior courses. All are one-hour courses unless otherwise stated.*

1-2. FRESHMAN SPEECH. The elements of public speaking. Each freshman appears twice during the first semester with prose declamations 350-400 words in length. Three drills are required for each appearance. The two speeches of the second semester are given extempore on approved subjects. Outlines and conferences.
MR. MARSH.

3-4. SOPHOMORE SPEECH. Each sophomore appears once each semester with an extempore speech of six to eight minutes in length. Conferences are required for each appearance. *One-half hour a week.*
MR. MARSH.

5-6. Sophomore Speech Composition and Argumentation. Study and practice in gathering materials for speeches and in outlining and organizing different types of speeches. Classroom study of the theory of argumentation and debate, including the analysis of propositions, methods of proof and rebuttal, briefing, and platform practice. An introduction to parliamentary procedure. The course combines both written and oral work. A textbook is used. *Two hours a week.* Mr. Marsh.

7-8. Junior Discussion. Original argumentative speeches, affirmative or negative, which lay stress on persuasion, 700-900 words in length. Each man who elects this course speaks twice each semester. *Prerequisites, 3-4 and 5-6.* Mr. Marsh.

9-10. Junior Debate. Advanced classroom debates. Each man who elects this course debates twice each semester. Conferences required for all debates. *Prerequisites, 3-4 and 5-6.* Mr. Marsh.

11-12. Junior Extemporaneous Speaking. The purpose of the course is to give every man an opportunity to appear frequently before his sectional group, and to offer training in standard forms, such as speaking to entertain, to inform, to convince, and to persuade. Topics are approved and outlines submitted well in advance of the date when speeches are given. A textbook is used.
Messrs. Marsh and Johnson.

13-14. Senior Orations. Each man appears twice each semester with original orations on approved subjects, 900-1100 words in length. Mr. Marsh.

15-16. Senior Debate. Advanced classroom debates.
Mr. Marsh.

17-18. Senior Extemporaneous Speaking. On the same general plan as 11-12. Messrs. Marsh and Johnson.

19-20. Dramatic Interpretation. Classroom reading and acting of modern plays for the purpose of developing physical expression and understanding of the basic technique of acting. *Open to sophomores approved by the instructor. One hour a week. With the consent of the instructors involved, credit for Public Speaking 19-20 may be substituted for Public Speaking 3-4, or for Public Speaking 7-8, 9-10, or 11-12.* Mr. Johnson.

## SPANISH

1-2. Elementary Spanish.* Pronunciation, and writing from dictation. Forms and rules of syntax with emphasis on their practical application. Intensive practice in composition, oral exercises. The

*Credit is not given for the first semester alone of any elementary language course.

dent normally must have an average of not less than 90 in the courses on which the honor is based, but a student whose average is between 85 and 90 may also receive the honor by special recommendation of the head of the department. The courses required are the same as those required for majors except in the departments of English composition, English literature, and public speaking. Heads of those departments will supply further information to those interested.

## THE ROOT FELLOWSHIP

THE ROOT FELLOWSHIP IN SCIENCE, established in 1894 by the late Honorable Elihu Root, of the Class of 1864, is ordinarily granted for a single year of graduate study at some American or European university approved for that purpose in each individual instance by the faculty. The stipend is $1,000, payable in October, February, and May in equal installments. The payment of each installment is conditioned on the submission to the President by the fellow of satisfactory evidence of the successful progress of his studies. To receive the third installment, the fellow must submit a comprehensive written report which shall be filed in the college records. At the request of the faculty, the fellow shall give a lecture or address to the College on a subject appropriate to his work of the year.

The holder of the Fellowship is not allowed to accept any remunerative employment during the college year of his tenure without the permission of the faculty.

Any member of the senior class who has shown high scholarly attainment and marked ability and special aptitude for research in one or more of the departments of science may be nominated to the faculty for this award by the professors of those departments. From the men thus nominated, the faculty will select by ballot by a two-thirds vote one who shall be recommended to the Trustees for appointment.

If the faculty finds no suitable candidate in the graduating class of any year, it may recommend to the Trustees that the fellow appointed from the preceding class be continued in the fellowship for a second year, but no longer.

## CLASSICAL FELLOWSHIPS

Prior to the War the College contributed regularly to the support of the American School of Classical Studies at Athens and the American School of Classical Studies at Rome. Graduates of the College are thereby entitled to compete for the annual fellowships awarded by these Schools, and to pursue studies at either without payment of tuition.

## PRIZE SCHOLARSHIPS

*No student may hold at one time more than one prize scholarship.*

### THE BENJAMIN WALWORTH ARNOLD PRIZE SCHOLARSHIPS

The Benjamin Walworth Arnold Prize Scholarship Fund of $20,000, given by Mrs. Benjamin Walworth Arnold in memory of her late husband, provides four prize scholarships of which one is to be given annually to that holder of a regular scholarship in each college class who in the preceding year (or in the first semester in the case of freshmen) shall have made the best record in his college courses. These prize scholarships yield $300 for the year and replace regular scholarships.

### SENIOR PRIZE SCHOLARSHIPS

The following four prize scholarships are awarded for excellence in Greek, mathematics, Latin, and German as determined by the work of freshman, sophomore, and junior years and, at the discretion of the department, by a competitive examination at the end of the junior year.

Upon receiving an award the appointee must elect in his senior year at least one advanced course in the department in which the award is made and complete the senior year in this college.

THE CHAUNCEY S. TRUAX PRIZE SCHOLARSHIP IN GREEK, yielding $360 to that senior who shall have stood highest in the Greek work of the first three years with an average grade of not less than 85. Preference will be shown to candidates who entered Hamilton as freshman with credit in Greek.

THE EDWARD HUNTINGTON MEMORIAL MATHEMATICAL SCHOLARSHIP, founded by the late Alexander C. Soper, LL.D., '67, yielding $250.

THE ARTHUR W. SOPER LATIN SCHOLARSHIP, yielding $250.

THE DUELL GERMAN SCHOLARSHIP, founded by the late Hon. Charles Holland Duell, LL.D., '71, yielding $250.

### JUNIOR PRIZE SCHOLARSHIPS

THE OREN ROOT PRIZE SCHOLARSHIPS. Two scholarships, of $100 each, are awarded to the two juniors who have the best record in mathematics during the freshman and sophomore years, and continue that subject through the junior year.

THE RENWICK PRIZE SCHOLARSHIP IN BIOLOGY, founded by Edward A. Renwick, A.M., of Chicago, Ill., yields $75 to a member of the senior or junior class appointed by the faculty, for the study of biology during the summer vacation.

## SOPHOMORE PRIZE SCHOLARSHIPS

THE FAYERWEATHER PRIZE SCHOLARSHIPS. Five scholarships of $100 each are awarded to the five sophomores who at the end of freshman year have made the highest averages in their class. The stipends will be credited on the term bills of sophomore year. See also Brockway Prize.

## PRIZES

DEAN ALFANGE ESSAY PRIZE. A foundation of $2,500 by Dean Alfange, of the Class of 1922, provides a prize for the student writing the best essay on a subject dealing with the growth and development of American Constitutional Government.

BROCKWAY PRIZE. A foundation established by A. Norton Brockway, M.D., of the Class of 1857, provides a prize of $25 annually which is offered to that Fayerweather scholar who has made the best record in the courses of freshman year.

CLARK PRIZE ORATION. A foundation of $1,000, begun by Aaron Clark, A.M., increased by Henry A. Clark, of the Class of 1838, provides a prize for that senior adjudged to be the best speaker in the annual contest.

COBB ESSAY PRIZE. A foundation of $500 by Willard A. Cobb, of the Class of 1864, provides a prize for the student submitting the best essay on journalism.

CUNNINGHAM ESSAY PRIZE. A foundation of $500 by John Howard Cunningham, of the Class of 1866, provides a prize for the senior submitting the best essay on some phase of the life of Abraham Lincoln.

CURRAN PRIZE IN GREEK AND LATIN. A foundation of $700 by relatives of Col. Henry H. Curran, of the Class of 1862, provides a prize in Greek and Latin, offered to juniors, the prize consisting of money and a silver medal, commemorative of Colonel Curran. The award is determined by written examinations in Greek and Latin. The competition in a given year is based upon course 5-6, 7-8, or 9-10, in Greek, and upon course 5-6 in Latin.

DARLING PRIZE IN AMERICAN HISTORY. A foundation by Charles W. Darling, supplemented by a friend of the College, provides a prize for the senior having the most distinguished record in at least two courses in American history offered to his class.

HAWLEY PRIZES IN GREEK AND LATIN. A foundation of $500 by Martin Hawley, of the Class of 1851, provides two book prizes, equal in value, one for excellence in Greek, and one for excellence in Latin. In both cases the award is made to the student who has the best record in course 3-4.

HEAD PRIZE ORATION. A foundation of $1,000 by Franklin H. Head, LL.D., of the Class of 1856, provides a prize for the senior writing the best oration upon a theme relating to Alexander Hamilton.

HOLBROOK PRIZE IN BIOLOGY. A foundation of $1,000 by David A. Holbrook, of the Class of 1844, provides a prize for the senior having the best record in three year-courses in biology.

HUTTON ESSAY PRIZE. A foundation of $500 by William Hutton, D.D., of the Class of 1864, provides a prize for the sophomore submitting the best essay on an assigned subject in the history, translations, or literature of the Bible.

KELLOGG ESSAY PRIZES. A foundation of $700 by Charles C. Kellogg, of the Class of 1849, provides book prizes for one junior, one sophomore, and one freshman who excel in English essays.

KIRKLAND PRIZE ORATION. A foundation of $500 by Mrs. A. R. Kirkland provides a prize for the senior writing the best oration upon a theme in biblical science.

KNEELAND PRIZE. A foundation of $1,000 by the Rev. Martin Dwelle Kneeland, D.D., of the Class of 1869, provides a prize for the student who has the best record when his grades in a year-course on the Bible and in an essay competition on an assigned biblical subject are combined.

MCKINNEY PRIZE DEBATE. A foundation of $1,500 by Charles McKinney provides two prizes for seniors excelling in extemporaneous debate.

MCKINNEY PRIZE DECLAMATION. A foundation of $700 by Charles McKinney provides book prizes for the two men in each of the three lower classes who excel in declamation.

Four contestants are annually chosen from each of the three lower classes upon the basis of their record in declamation up to the time of appointment. The competition is held in the College Chapel on the Friday afternoon of commencement week.

JAMES SOPER MERRILL PRIZE. Through the generosity of James P. Soper, Jr., of the Class of 1911, a gold watch, known as the James Soper Merrill Prize, is awarded at commencement time to that member of the graduating class "who, in character and influence, has best typified the highest ideals of the College." The faculty shall select the recipient of this award.

NORTON FOUNDATION. Thomas Herbert Norton, PH.D., SC.D., of the Class of 1873, has provided a foundation of $700 for the encouragement of research in chemistry, the sum to be increased in subsequent years. It is prescribed that the income in each year shall

be given as a prize to that undergraduate or graduate student in the College who shall have demonstrated the most capacity for research in chemistry. In any year, when no prize is awarded, the income shall be devoted to the purchase of works of reference for the Department of Chemistry.

PRUYN PRIZE ORATION. A foundation of $500, by former Chancellor John Van Schaick Lansing Pruyn of the University of the State of New York, given on August 5, 1863, has provided for the award annually of the so-called Pruyn Medal. Under a revision of its terms, as approved by his heirs on October 26, 1933, a money prize is offered in alternate years for the senior or junior writing the best oration on "The Political Duties of Educated Young Men."

This prize is available for 1944 and alternate years thereafter.

PUTNAM PRIZE IN AMERICAN HISTORY. The gift of Dr. Frederick W. Putnam of Binghamton, supplemented by a friend of the College, provides a prize of books for the senior having the second most distinguished record in at least two courses in American History offered to his class.

ROGERS PRIZE IN GEOLOGY. A prize of $50 is offered by E. Albert Rogers of the Class of 1898, to be awarded annually to that senior majoring in geology who shall have made the best record in the courses taken in that department.

WILLIAM DUNCAN SAUNDERS PRIZE IN ENGLISH WRITING. A prize of $200, in memory of William Duncan Saunders of the Class of 1925, offered by Mrs. Edward Wales Root and the late Alexander Woollcott, L.H.D., of the Class of 1909, is awarded for the best piece of student writing either submitted in manuscript or published before the beginning of the second semester.

Competition is open to all students. Papers are to be left at the President's office before 12 o'clock on May first. Professor Robert Barnes Rudd is the chairman of the committee of award and will nominate the other members, the majority of whom are to be from the faculty of the college.

WILLIAM P. SHEPARD PRIZE IN FRENCH. A prize of $25, awarded through the generosity of Mr. R. Anthony Lopardo of the Class of 1921 in honor of Professor William P. Shepard of the Class of 1892, who for more than forty years taught the Romance Languages on the Faculty of his Alma Mater. The prize is to be awarded annually to that senior who shall have made the best record in his study of French language and literature.

SOPER PRIZE THESIS. A foundation of $1,500 by Arthur W. Soper provides a prize for the best thesis on a topic in economics assigned by the faculty.

The competition is open to all seniors who are taking a second or third year-course in economics. The thesis subject for each class is announced toward the end of junior year. Theses are not limited as to length. They must be left at the President's office before noon of the Saturday following the spring recess. They are judged by a committee chosen by the faculty from outside its membership.

SOUTHWORTH PRIZE IN PHYSICS. A foundation of $500 by Tertius D. Southworth of the Class of 1827, provides a prize for the senior who excels in physics.

SQUIRES PRIZE IN PHILOSOPHY. A foundation of $2,000 by Byron B. Taggart, of the Class of 1896, in honor of the late William Harder Squires, PH.D., of the Class of 1888, provides a prize to be awarded annually, with the approval of the faculty, to that senior who shall have the highest grade when the marks in three year-courses in philosophy and a special examination designed for the purpose are combined.

TOMPKINS PRIZES IN MATHEMATICS. A foundation of $3,200 by Hamilton B. Tompkins, A.M., of the Class of 1865, provides two prizes for juniors who excel in mathematics. The award is made upon the basis of an examination near the close of junior year, involving the work of courses 1-2, 3-4, and 5-6 in mathematics.

UNDERWOOD PRIZE IN CHEMISTRY. A foundation of $3,000 begun by George Underwood, of the Class of 1838, and increased by J. Platt Underwood, of the Class of 1870, provides a prize for the senior who excels in chemistry.

VROOMAN PRIZE. Through the generosity of John W. Vrooman, LL.D., a foundation of $1,000 provides a prize to be awarded to that freshman who shall have passed the best admission examination on some portion of the Greek New Testament.

WINCHELL PRIZE IN GREEK. A foundation of $1,000 by Walter B. Winchell, M.D., of the Class of 1880, provides a prize to be awarded annually, with the approval of the faculty, to the student who, beginning Greek in college, shall have made the best record in three year-courses in that language.

# Student Organizations

## WARTIME PROGRAM

Conditions arising from the war have made it necessary for students to curtail many extra-curricular activities. Most of these will become an increasingly important part of life on the campus once the peace-time college is resumed with something approximating normal enrollment.

The student life of the College continues under the management and direction of a student council of five elected by the undergraduates.

Intercollegiate athletic contests are not being held in wartime. Normally football, soccer, basketball, ice hockey, skiing, fencing, track, baseball, golf, tennis, and swimming are the recognized sports of the College and teams compete with those from other comparable colleges. Intramural sports, however, are being continued, frequently with military and civilian teams within the college competing.

The Charlatans, the college dramatic society and the intercollegiate debate team were inactive in 1943-44. The weekly news magazine, *Hamiltonews*, did not appear, but *The Hamiltonian*, an annual, was published in three volumes, as a project for Army students. Class honor societies were dormant as were departmental study clubs.

The College's choral tradition was carried on during the year by a chorus of military students, who gave a number of recitals. The College Band similarly became a military organization. In peace time the normal musical program of the college is much more extensive. The Musical Art Society, an association composed of members of the faculty, students, and alumni, sponsors several concerts each year, and supplements them with informal musicales participated in by members. The College Choir is also a Hamilton organization of long standing. It has given a recital in New York annually during its spring tour and many times has broadcast over coast-to-coast networks. In peace-time, too, the Hamilton College Singing Trophy is awarded each year on the basis of interclass competition held one evening in May.

Both the fraternities and the Squires Club, an organization formed in 1939 for non-fraternity students, were also inactive. The ten fraternities, however, are maintaining their property through the war, and can make their houses again available when the need arises. These fraternities and the date of their establishment at Hamilton are: Sigma Phi (1831), Alpha Delta Phi (1832), Psi Upsilon (1843),

Chi Psi (1845), Delta Upsilon (1847), Delta Kappa Epsilon (1856), Theta Delta Chi (1868), Emerson Literary Society (1882), Lambda Chi Alpha (1924), and Tau Kappa Epsilon (1930).

## THE HONOR SYSTEM

The examinations of the College are conducted under the Honor System, without proctors. Each student is on his honor not to give or receive aid. The administration of the system is in the hands of the Honor Court, composed of representatives of the four classes. The Court investigates all cases brought to its attention and makes recommendations to the faculty. The use of the Library and written work in English composition and public speaking are also included under the Honor System.

# Finances

## RESOURCES OF THE COLLEGE

The financial resources of the College at the end of the academic year 1943-44 totaled $7,116,119.81, allocated as follows:

| | |
|---|---|
| College Property and Buildings | $ 2,885,678.33 |
| Endowment Funds | 4,097,879.40 |
| Current General Funds | 132,562.08 |

Because the per student endowment of the College is one of the highest among the colleges of the country, tuition and other costs have been kept at a minimum. During the year 1941-42 the College paid from its endowment fund income 38.1 per cent of the average cost for the year's work of members of the student body. The average income per student for tuition, laboratory fees, etc., totaled $443.62. The average cost to the College totaled $716.65 of which the College paid $273.03.

## APPLICATION AND REGISTRATION FEES

An application fee of $5 (not returnable) must accompany each application for admission.

A registration fee of $10 (not returnable) is required of all candidates for admission within fifteen days after the receipt of formal notice of acceptance. This fee is credited on the first semester tuition charge.

The graduation fee is $10.

## EXPENSES

Until the fraternities are again in operation, at which time some of the students will live and board in fraternity houses, the College has established an all-inclusive fee of $450 for a semester (for the summer session outlined on page 36, the fee is $325). This sum covers tuition, board, room, and infirmary fee, all the essential items of expense except laboratory fees and textbooks. These will vary for each student according to his program of study. Laboratory fees range from $1.25 to $6.50 a semester. The average semester cost for textbooks is $15. A deposit of $10.00 a semester is required of each student to cover incidental charges such as laboratory breakage, dispensary treatment at the Infirmary, and library fines. This sum is added to the semester bill. Any unused balance is either credited to the bill for the next semester or returned to the student.

Students are housed in the dormitories, described on page 19. Meals are served in a college operated dining hall.

College bills are payable within ten days after their issuance from the Controller's Office. The President is instructed by the Board of Trustees to exclude from college exercises anyone who is delinquent in the payment of his college charges. No reduction in tuition fee is made if a student enters late, is absent under discipline, withdraws, or is dropped. For the duration of the war, the term bill of any student who leaves college to enter the service will be prorated. No student may receive a degree or honorable dismissal whose college bills are unpaid.

## STUDENT EMPLOYMENT

The College and community offer opportunities for part-time employment to more than one-third of the student body. Individual earnings range from a few dollars to several hundreds, depending upon the type of work done. All employment is handled by the Secretary of Admission's office where individual needs are considered and appointments to work made.

## SCHOLARSHIPS

Two kinds of scholarships are available to deserving and properly qualified students—prize scholarships and general scholarships.

Prize scholarships are competitive and are awarded to students in recognition of outstanding achievement. A number of scholarship foundations, established by alumni and friends of the College, support them. They are listed and described on pages 61-62. No student may hold at one time more than one prize scholarship.

General scholarships exist for those who cannot meet the costs of a college education without aid, and should not be sought by others.

These scholarships are supported in part by the income from fifty scholarship foundations listed on page 71 and in part by the general funds of the College. They are awarded on the basis of need, scholastic standing, character, and salutary influence in the life of the College. In accepting the assistance of a scholarship, it is expected that the holder will consider himself pledged to perform all his college duties creditably, to maintain a high standard of deportment, and to exercise strict economy.

The following regulations also apply:

1. All applications for scholarships must be filed with the Committee on Financial Aid on a form provided for the purpose on or before June 1.
2. Stipends range in amount from $100 to $400, depending on the student's scholastic record and need, and are credited against term bills, one-half in each semester.
3. A scholarship is awarded for a single semester but will automatically be renewed for the second semester of a college year if the conditions for retaining a scholarship are met.
4. To retain a scholarship a student must stand in the upper half of his class at the end of a semester.
5. Students under academic or social censure are not eligible for scholarships, and if such censure follows the granting of a scholarship, it is withdrawn.
6. All scholarships lapse at the end of a college year.
7. Scholarships are—except in rare circumstances—granted to the same applicant for not more than three years in the aggregate. If aid is granted for a fourth year, it will be in the form of a loan rather than a gift.
8. A general scholarship may not be held in addition to a prize scholarship, but it may be awarded in part to supplement it.
9. Consideration of an application for scholarship aid cannot be given until the candidate has made application for admission to the College. The granting of admission in no way guarantees the granting of a scholarship.

The University of the State of New York provides in each assembly district five competitive University scholarships, based upon the results of a comprehensive examination given by the State Education Department each year, and yielding $100 annually for four years. Successful competitors may enter any approved college within the State. The winning of a State scholarship does not prevent a student from being granted a Hamilton College general scholarship.

## GENERAL SCHOLARSHIP FOUNDATIONS

ALUMNI COUNCIL, $100
*(Annual award)*

ANONYMOUS, $2,500

H. ROSWELL BATES, $4,000
*by Lt. Col. William A. Aiken*

EDWIN BAYLIES, $5,000

BEMENT, $2,020
*by Albert C. Phillips*

MRS. JAMES L. BRADLEY, $2,000

O. T. BUNDY, $2,000

WILLIAM BURTON, $1,500

HARRIET EMILY CLARK BYNE, $5,000

ANDREW CARNEGIE, $50,000

LAURA CARTER, $12,000

CLASS OF 1867, $2,005

CLASS OF 1889, $2,500

CLASS OF 1899, $2,516

CLASS OF 1909, $1,600

P. CHARLES COLE, $1,000

MELVILLE E DAYTON MEMORIAL, $8,000
*(For Utica Free Academy Students)*

WILLIAM E. DODGE, $5,000

CHARLES HOLLAND DUELL, $10,000

ETHEL KELSEY EVANS, $4,000

HOWARD P. FERGUSON, $2,500

ELIZABETH FITCH, $25,000

ROSWELL P. FLOWER, $2,000

ALEXANDER FOLSOM, $2,000

GENEVA PRESBYTERY, $1,700

CHARLES D. GILFILLAN, $2,500

A. DELOS GRIDLEY, $5,000

HAMILTON COLLEGE ASSOCIATION OF NEW YORK CITY, $400. *(Annual award)*

THEODORE S. HUBBARD, $3,500

D. WILLIS JAMES, $2,000

S. H. JARDEN, $4,000

MARCUS JUDSON, $1,000

HENRY W. KING, $2,000

JOHN J. KNOX, $1,500

LEAVENWORTH, $12,000
*(For a student of that name) by E. W. Leavenworth*

JULIA J. MACCARTEE, $9,525
*(Darling Memorial)*

MARQUAND, $4,000
*by Alanson Trask*

CHARLES G. MATTESON MEMORIAL, $1,026

HENRY SCOTT MCCALL, $1,000

NICHOLS, $748
*by Erastus N. Nichols*

MRS. CHARLOTTE B. SACKETT MEMORIAL, $10,000

C. C. SHEPPARD, $1,500

HORACE B. SILLIMAN, $3,000

SOPER FAMILY, $10,000
*(For Rome Scholars)*

JAMES P. SOPER, $2,000

S. B. STEERE, $10,000
*(For a relative or for five others)*

JOHN R. TERRETT MEMORIAL, $2,000 *(By A. P. Sloan)*

J. PLATT UNDERWOOD, $5,000

WALCOTT-PETTIBONE, $9,500

HENRY WALES, $1,467

J. B. WELLS, $2,000

SYLVESTER WILLARD MEMORIAL $2,000

# Degrees and Awards
## 1943-1944

### DEGREES IN COURSE

*Commencement—June 24, 1944*

#### BACHELOR OF ARTS

David Floyd Barber
Richard Cook Clelland, ΦBK
Jack Sherwood Dabbs
Chester Hamilton, ΦBK
Roy Emil Julie, Jr.
Charles William Krahe, ΦBK
Harvey Joshua Levin, ΦBK
Frank J. Muckenhaupt, Jr.
Robert Jeffress Page
Robert Evans Sherman
Robert Delmar Stone
Owen Clark Thomas, ΦBK
Stephen Austin VanNess

#### BACHELOR OF SCIENCE

John David Allen
Richard Ihlder
Otto John Plescia, ΦBK
John Pruyn vanAlstyne, ΦBK

### HONORS

*Scholarship Honors for the Course*

#### HIGH HONOR

Richard Cook Clelland
Charles William Krahe
Harvey Joshua Levin
Otto John Plescia
Owen Clark Thomas
John Pruyn vanAlstyne

#### HONOR

Chester Hamilton
Frank J. Muckenhaupt, Jr.

#### CREDIT

David Floyd Barber
Robert Jeffress Page
Robert Evans Sherman

### ELECTIONS TO PHI BETA KAPPA

Richard Cook Clelland
Chester Hamilton
Charles William Krahe
Harvey Joshua Levin
Otto John Plescia
Owen Clark Thomas
John Pruyn vanAlstyne

## DEPARTMENT HONORS

*Chemistry:* Messrs. Plescia, Thomas.
*Education:* Mr. Plescia.
*French:* Messrs. Clelland, Levin.
*German:* Mr. vanAlstyne.
*Greek:* Mr. Krahe.
*History:* Mr. Krahe.
*Latin:* Messrs. Barber, Clelland.
*Mathematics:* Messrs. Clelland, Plescia, Thomas, vanAlstyne.
*Physics:* Mr. Thomas.
*Political Science:* Mr. Hamilton.

## SCHOLARSHIP HONORS

### For the Winter, Spring, and Summer Terms, 1944

*Winter Term*

*High Honor:* *Class of 1945*, Messrs. Jamison, Krahe. *Class of 1946*, Messrs. Hubbe, Taylor. *Class of 1947*, Messrs. Crampton, King, Schulz.

*Honor:* *Class of 1944*, Mr. Sherman. *Class of 1946*, Messrs. Backus, Cohen, Solon. *Class of 1947*, Messrs. McKeen, Simonson.

*Credit:* *Class of 1945*, Messrs. Child, Feinberg, Lavis. *Class of 1946*, Messrs. Chanatry, Douglass, Woitach. *Class of 1947*, Messrs. Griffey, Osborn, Slentz.

*Spring Term*

*High Honor:* *Class of 1944*, Mr. Clelland. *Class of 1945*, Mr. Krahe. *Class of 1946*, Mr. Taylor. *Class of 1947*, Messrs. Crampton, King.

*Honor:* *Class of 1945*, Mr. Jamison. *Class of 1946*, Messrs. Backus, Chanatry, Cohen, Solon. *Class of 1947*, Messrs. Fisher, Schulz.

*Credit:* *Class of 1944*, Mr. Page. *Class of 1945*, Messrs. Child, Dabbs Feinberg. *Class of 1946*, Messrs. Douglass, Solon. *Class of 1947*, Mr. Davis.

*Summer Term*

*High Honor:* *Class of 1947*, Mr. King. *Class of 1948*, Messrs. Waldo, Wiegelmesser.

*Honor:* *Class of 1945*, Messrs. Jamison, Schulz. *Class of 1948*, Messrs. Carter, Girvan, Zinn.

*Credit:* *Class of 1945*, Messrs. Child, Coupe. *Class of 1946*, Messrs. Douglass, Finn. *Class of 1948*, Messrs. Bakst, Gross, Marshall, Williamson.

## PRIZES

*Root Fellowship in Science:* Owen Clark Thomas.
*The Duell German Scholarship:* Howard Louis Jamison.
*Oren Root Prize Scholarship in Mathematics:* Ivan Robert King.
*Fayerweather Prize Scholarship:* Warren Ernest Schulz.
*Curran Prize in Greek and Latin:* Richard Cook Clelland.
*Hawley Prize in Latin:* Charles William Krahe, Jr.
*Norton Foundation Prize:* Otto John Plescia.
*William P. Shepard Prize in French:* Richard Cook Clelland.
*Forty-ninth Soper Prize Thesis:* Charles Hilton Lavis, Jr.
*Southworth Prize in Physics:* Owen Clark Thomas.
*Winchell Prize in Greek:* Richard Cook Clelland.

# Register of Students

*Class of 1945*

| | |
|---|---|
| Child, Frank Samuel, III | *Port Jefferson, L. I.* |
| Coupe, Roderick John | *Utica* |
| Jamison, Howard Louis | *Irvington, N. J.* |
| Keller, Arnold Frederick, Jr. | *Utica* |
| Lavis, Charles Hilton, Jr. | *Albany* |
| Leber, Charles Tudor, Jr. | *Montclair, N. J.* |

*Class of 1946*

| | |
|---|---|
| Cohen, Oscar | *Newark* |
| Douglass, John Richmond | *Ithaca* |
| Finn, Matthew Charles, Jr. | *Milton, Mass.* |
| Simpson, Clyde Thomas | *Albion* |
| Slomka, Edwin Bernstein | *New York* |
| Synakowski, Kalixt S., Jr. | *Syracuse* |

*Class of 1947*

| | |
|---|---|
| Fisher, Allan Jacob | *Jackson Heights, L. I.* |
| Griffey, Louis Ernest | *Endicott* |
| King, Ivan Robert | *Far Rockaway, L. I.* |
| Ormsby, John Vincent | *Troy* |
| Schulz, Warren Ernest | *Ilion* |
| Simonson, David C. | *New York* |
| Slentz, Robert Donald | *Norwich* |
| Smith, Walter Sherman | *Watertown* |

*Class of 1948*

| | |
|---|---|
| Allen, Benjamin Daniel | *Noroton Heights, Conn.* |
| Allen, William Theodore | *Lakewood, O.* |
| Aronin, Jeffrey Ellis | *Woodmere* |
| Bakst, Robert Lee | *New York* |
| Bannatyne, David Robert | *Bridgeport, Conn.* |
| Birkby, Donald Charles | *Nutley, N. J.* |
| Bishow, David Seymour | *Saugerties* |
| Boff, Edward David | *Utica* |
| Brady, Charles William | *Utica* |
| Burns, Richard Carlisle | *Clinton* |
| Carter, Dwight Herrick, Jr. | *New Rochelle* |
| Geffen, Merwin | *Utica* |
| Gens, Robert DeForest | *Floral Park* |
| Girvan, William Hugh | *Utica* |
| Griswold, Laurence John | *Utica* |
| Gross, Robert Curtis | *Nyack* |
| Haggerty, Walter Edward, Jr. | *Caldwell, N. J.* |

| | |
|---|---|
| Harden, David Ellsworth | *McConnellsville* |
| Hayes, Frederick O'Reilley | *Utica* |
| Hemenway, Charles Carroll, II | *Evanston, Ill.* |
| Hoag, Robert William | *Hamden* |
| Hobika, John Habib | *Utica* |
| Horowitch, Sheldon Jerome | *Binghamton* |
| Johnson, Robert Graham | *Endicott* |
| Kantor, Francis Stanley | *New York Mills* |
| Kuolt, Anthony Rein | *Rochester* |
| Langa, Paul Steven | *Jersey City, N. J.* |
| Leonhardt, Charles George | *Brooklyn* |
| MacLeod, Gordon Albert | *Buffalo* |
| Marshall, Charles Bennett | *Binghamton* |
| Mayes, John Dolph | *Metuchen, N. J.* |
| Moore, Kenneth Hudson | *Largo, Fla.* |
| Murdoch, Charles Boyd | *Port Henry* |
| Natelson, Bertram Stanley | *Newark, N. J.* |
| Neiswanger, Robert McCormick, Jr. | *Muncie, Ind.* |
| Ostroff, Peter Allan | *Hollis* |
| Palmer, Robert Edwin | *Albion* |
| Pollard, Charles Lyman | *Cobleskill* |
| Portin, Bertram Allen | *Trenton, N. J.* |
| Puglisi, Richard John | *Binghamton* |
| Romano, John Edmund | *Utica* |
| Scalise, Valentine Emil | *Utica* |
| Smith, Peter | *Orleans, Mass.* |
| Tapper, David Alfred | *Brooklyn* |
| Waldo, George Spink | *Hall* |
| Wiegelmesser, Heinz | *New York* |
| Williamson, Harvard Bertrum, Jr. | *Rochester* |
| Wright, Francis Nichols | *Rochester* |
| Zinn, Alexander Nathan | *Brooklyn* |

SPECIAL STUDENT

| | |
|---|---|
| Reals, Willis Braithwaite | *Utica* |

ENROLLMENT

| Class of | Winter Term 1944 | Spring Term 1944 | Summer Term 1944 | Fall Term 1944 |
|---|---|---|---|---|
| 1944 | 2 | 2 | — | — |
| 1945 | 9 | 9 | 6 | 3 |
| 1946 | 11 | 9 | 5 | 5 |
| 1947 | 20 | 13 | 5 | 6 |
| 1948 | — | — | 27 | 45 |
| Special | 2 | 1 | 1 | — |
| Total | 44 | 34 | 44 | 59 |

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